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ABSTRACT

Guidelines for the implementation of individualized education programs (IEPs) for handicapped children are provided. An introductory section details the mandates of Public Law 94-142 (the Education for All Handicapped Children Act) and defines the components of the IEP and a list of eight exceptionalities (with characteristics of each). Section 2 discusses identification, screening, and evaluation, including such topics as assessment, definitions of 60 terms, the use of observation, and standardized tests. The third section explores writing annual goals and behavioral objectives and the development of task analysis. The fourth section considers the criteria for the selection of educational materials and includes annotated references for approximately 30 selected materials. Planning instructional strategies in areas such as individualizing the program and managing instruction is the topic of the fifth section. The final section examines strategies and processes for reevaluation and provides sample checklists and examples of IEP forms. Extensive appendixes include material in the areas of tests, checklists, and inventories; learning; management and behavior; and parent input in the IEP process. (PHR)

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IMPLEMENTATION OF THE INDIVIDUALIZED EDUCATION PROGRAM:

A TEACHER'S PERSPECTIVE

developed
by the

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George Washington University
Washington, D.C.

in
cooperation
with the

DIVISION OF SPECIAL EDUCATION
and
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WEST VIRGINIA DEPARTMENT OF EDUCATION
Daniel B. Taylor, State Superintendent of Schools

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1978

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Dear Teachers:

Before your arms are extended in despair over the planning and writing of individualized educational programs, certain assumptions should be clarified:

1) The purpose of the IEP is not to cause teachers to "wade through paper";

2) IEPs do not need to have "pages and pages of detailed writing";

3) All of the good things you have been doing for children are needed in implementing any program for children;

4) The IEP is not something new - it is a plan designed to fit the needs of an individual child;

5) The mere writing of an IEP does not insure successful programming.

Your task then, will be to translate information into performance objectives and program experiences which will increase the opportunity of meeting needs of children. You will then document your planning, your continual assessment of needs, the hard work of shaping behavior, and the model of self that you portray in moving exceptional children from levels of dependence to levels of independence.

It is hoped that this document will help reinforce many of the good things teachers do for children.

Good luck!

Purpose

Teachers have been assigned the task of assisting in the writing of the individualized educational program and supervising the implementation of the IEP. The general goal of this booklet is to aid the teacher in the implementation process by:

- -providing an overview of P.L. 94-142;
- -providing strategies and resources to aid in the assessment and evaluation process;
- -providing support in programming for the IEP based on learning goals and objectives;
- -correlating individualized activities, materials, and strategies to simplify the ongoing instructional program;
- -providing mainstreaming strategies that are humanistic in design as well as competent in operation;
- -providing organizational strategies and individualized material selections that address multi-level, multi-sensory planning.

The overall goal, then, is to provide programming services to children in order to meet prescribed goals of the individualized educational program. When we talk about handicapped children we're implying a consideration for all children. All children have similar needs and develop similarly. The concept of providing adequate educational opportunities for all children means that the individual child is considered wherever he is along a continuum and whatever his handicapped condition might be. Charmaine Ciardi, (MERRC), clarified these terms:

"normal" - what someone else decided everyone else should be
"handicapped" - what someone else decided everyone else shouldn't be
"special child" - every child I know
"regular education" - I don't know, do you?

An attempt, then, will be made to consider programming for children. The following pages will address the issues of implementing the IEP with specific concentration on the role of the classroom teacher.

Introduction

The significance of the passage of Public Law 94-142 is enveloped in a paradoxical schema for both educators and parents. The Education for all Handicapped Children Act has been both acclaimed and denounced for its possible impact and influence on the structure of educational systems affecting exceptional children.

This law, enacted November 29, 1975, is an extension and revision of portions of P.L. 91-230, Education of the Handicapped Act and P.L. 93-380, the Educational Amendments of 1974. Public Law 94-142 can be viewed as having three main parts: 1) It is a right to education bill providing children and parents with procedural protection; 2) it is a management bill, setting forth relationships between the federal, state and local governments for the management of service delivery; and 3) it is a finance bill which provides money contingent upon the above being appropriately addressed.

P.L. 94-142 guarantees certain procedural safeguards to protect the rights of children and parents. These safeguards include:

1. A Free Appropriate Public Education made available to all exceptional children between the ages of 3 and 21. Priority will be given to those exceptional children receiving no education and then to the most severely impaired within each disability who are receiving an inadequate education. "Child Find" will be a part of this safeguard.

2. Due Process - This is a series of steps which assure the right of the parent and child to be fully informed and included in decision-making at all steps in identification, screening, evaluation, placement, instruction and re-evaluation. These procedures apply in any and all decisions concerning the handicapped child's schooling and require prior consultation with the child's parents or guardian.

3. Nondiscriminatory Testing - This includes the assurance that special education placement will be decided on the basis of evaluation, materials and procedures appropriate for such purposes, and that no single test or procedure will be used as the sole criterion for placement. The test and other evaluation materials that are used in placing exceptional children should be administered in such a way as not to be racially or culturally discriminatory and presented in the native tongue of the child.

4. Least Restrictive Environment - This provides the assurance that exceptional children will be educated with non-exceptional children to the maximum extent appropriate. Exceptional children should be placed in separate or

special classes or schools only when the nature or severity of the exceptionality is such that education in regular classes cannot be achieved satisfactorily.

5. Confidentiality - This provides the assurance that any information contained in school records will not be released without the permission of the parent.

6. Individualized Educational Program - This is a written statement that is developed by school officials, teachers, parents or guardian and the child which includes the child's present achievement level, the long and short-range annual goals, the extent of participation in regular programs, a timeline of the service provisions and a plan or schedule for checking the progress of the child and the achievements or needs for revisions.

Public Law 94-142

Areas Addressed	How
1. Unserved and Underserved Exceptionalities	Prioritization of Free Appropriate Public Education
2. Identification/Location	Child Find
3. Assessment	Non-biased Appraisal
4. Placement	Least-Restrictive Environment
5. Evaluation/Programming	Individualized Educational Program
6. Corrective/Supportive Services	Related Services Provisions
7. Limitations/Schedules	Timelines/Monitoring
8. Parental Rights	Confidentiality/Due Process
9. Child Protection	Surrogate Parents
10. Full Service Goal	Funding Formula
	Personnel Development

The ultimate goal, then is to provide a free appropriate public education to all exceptional children. With the enactment of the legislation, the approval of the final regulations and the provision of funds to state and local education agencies only a part of the planning has been addressed for an appropriate public education. Perhaps the most important area of focus is the implementation of the IEP by teacher(s) and parents.

The I.E.P.

We've had the theories of John Dewey
Likened to the Ford Model "T",
When viewed in light of the impact
Of something called I.E.P.

It's caused Senators to scurry forth
With great fervor and anticipation
Congressmen, characteristically,
Indulge in reverberation.

For now the realization has come,
Complete and monetarily free-
A plan for a typical inclusion,
This thing called I.E.P.

Conceived and born so long ago
In one and two-room schools,
Perhaps even earlier, who can tell?
Invention knows no rules.

Old Miss Jones abruptly filled
The void and most of the cracks
When the Johnnies didn't always fit
With the Sues, Toms, Joes and Jacks.

We're told, "There's nothing comparable?"
Miss Jones would disagree.
Her thoughts about Johnny all written
She knew was an I.E.P.

Individualized Educational Programs and plans,
All legislated and regulated with the intent
That surely we'll be able now
To provide and implement.

Exemplary programs, strategies, and plans
To enhance individuality
We know much more is needed
To make the dream a reality.

The competence implied and sought
To complement regulation,
Must surely be the very next step
To I.E.P.'s implementation.

"Coming to Grips" with IEP

Many teachers have been awed by the term Individualized Educational Program, the requirements of which must be viewed on at least two levels, the administrative development plan and the individual plan which make the Total Service Plan.

The Administrative Development Plan includes procedural requirements of:

Appraisal (i.e., identification, screening, assessment, instruments/procedures, training/development, evaluation/ monitoring);

IEP Development (i.e., team development, program development, specific components, monitoring, management, procedural safeguards, parental involvement);

Placement (i.e., team development, services continuum, guidelines, mainstreaming procedures, personnel development, resource coordination, community involvement, materials, facilities, special services, monitoring and evaluation);

Implementation of the IEP (i.e., planning, personnel development, related services, methodology, management/ evaluation, parental involvement);

Evaluation of Child Performance (i.e., procedural safeguards, coordination of services, materials, information systems, resources/instructional media, administrative planning);

Review for IEP (i.e., procedural development, planning, guidelines, policy development/revisions, training, management);

These six areas are a part of a total service plan.

The Individual Plan for IEP implementation involves the teacher on the more specific level of daily interactions and includes objectives, strategies, procedures and activities for a total service plan.

The individual plan, with which this document is concerned, offers nothing new, no magical formulas, no novel recipes, no bag of tricks, not even new terminology. It does, however, offer something competent teachers have always used - "common sense" programming. The following poetic summation pinpoints this assumption:

Fears can be replaced with confidence in knowing that kids have not undergone a metamorphosis because of the passage of a law. All of the workable theoretical designs, strategies, techniques, procedures, etc. that have proven value are still exigent, they will only be transferred from "heads to papers and forms".

Components of the IEP

The first step in implementing a plan is understanding the plan. The individualized educational plan requires:

1. The child's present performance level -- which is an indication of these functions

-cognitive	-physical
-social/emotional	-perceptual
-medical	-adaptive behavior
-motor	-language

2. Annual Goals - These are general statements of expectancies based on the performance level, and prioritized needs as ascertained from assessment data, parental input, and teacher appraisal. Areas of attention and guidelines of expectations are addressed.

3. Short-term Objectives - These are measurable statements based on the annual goals. They are determined by diagnostic inquiries and become the major focus of implementation.

4. Specific Educational Services - are those services which are related to the achievement of the annual goals (without regard to availability) and are needed to meet unique needs. They include: transportation, speech, psychological services, counseling, therapy, physical education, medical services, recreation, or any other developmental, supportive or corrective service deemed necessary to implement an IEP.

5. Extent of Regular Classroom Participation - This is based on the principle of "normalization". The extent to which the environment is the least restrictive will determine the placement and/or participation of an atypical child in the regular setting.

6. Projected Dates of Initiation and Duration of Services

7. Evaluation Criteria - Determination of goal accomplishment is (at least) annually assessed; schedules and procedures for review are noted.

8. Person(s) Responsible for Implementation - This refers to those persons who will be instrumental in carrying out program responsibilities.

FLOW OF ACTIVITIES FOR AN IEP

1

ASSESSMENT

2

GOALS

3

OBJECTIVES

SEQUENCE OF SKILLS
TASK ANALYSIS

4

INSTRUCTIONAL
MEDIA/MATERIALS

5

INSTRUCTION

6

REVIEW

7

EVALUATION

Figure 1

Flow of Activities for an IEP

The process of implementing an individualized educational program (as shown in Figure 1) includes the following steps:

1. Assessment
2. Goals
3. Objectives
   - 3.1 Sequence of Skills
   - 3.2 Task Analysis
4. Instructional Media and Materials
5. Instruction
6. Review
7. Evaluation

1. Assessment

The initial assessment of a referred student is conducted by a team in accordance with state guidelines. This initial assessment provides information for pupil placement and subsequent instruction; however, the classroom teacher needs additional information for programming purposes and design.

The assessment section that follows will delineate tests, procedures and tips that may aid the teacher in gaining additional information.

2. Goals

These are defined and prioritized for identifying the instructional format and sequence. The goals describe the intent of the instructional program.

3. Objectives

These are measureable statements of what the student is expected to accomplish within the school year period. The objectives are related to the annual goals in that they are a specific account of the manner in which goals will be achieved.

3.1 -3.2 Sequence of Skills/Task Analysis

These are indications for delineating the instructional procedures for achieving the objectives. The objectives are broken into components and developmentally sequenced according to prerequisite skills.

4. Instructional Media/Materials

These considerations aid in the broad range of programming in order to supplement direct teacher instruction. The se-

lections would include: print (books, workbooks); auditory materials (tapes, cassettes, records); visual materials (films, filmstrips, slides); manipulative materials (toys, games, devices); and specialized equipment.

5. Instruction

This is an on-going development which includes all phases of programming in order to implement the individualized educational program. It includes cyclical assessment procedures for skill and behavioral development, identification of specific needs, teaching for re-evaluation of progress, and re-defining educational needs.

6. Review

On the teacher level this procedure would include an updating of the instructional plan for ascertaining student progress. The instructional plan (as outlined) can be revised to concur with prescribed needs.

7. Evaluation

The effectiveness of the prescribed plan is tested. Behavioral objectives are measured to ascertain achievement of goals.

The following pages will review the components of the IEP process by briefly defining each area involved and suggesting means by which the component can be implemented.

Various Exceptionalities

Many children who have special needs can function quite well in the regular classroom. Adjustments and/or supplemental changes may have to be made in order that individual needs are attended.

The law identifies "handicapped" children as those children who because of certain impairments need special educational and related services. These impairments are:

1. Behavioral Disorders -

   An individual who demonstrates behavior impairments is one whose manifest behavior has a deleterious effect on his personal or educational development and/or the personal or educational development of others. Negative effects may vary considerably from one child to another in terms of severity and prognosis. These behavior(s) may appear separately or in combination and may be exhibited in the form of:

   A. Acting-out behavior (hitting, aggressiveness, over-active, disrespect of authority, disruptive behaviors, etc.);

   B. Withdrawing behaviors (absence of speech, thumbsucking, restricted behaviors, head-banging, etc.);

   C. Defensive behaviors (lying, cheating, avoiding tasks, etc.);

   D. Disorganized behaviors (autistic behavior, out of touch with reality, etc.).

2. Communication Disabilities -

   "Communication disabilities is the inclusive term denoting impairments in language, voice, fluency or articulation which adversely affect an individual's communication skills, educational performance or psycho-social adjustment.

   A. Language impairment. "Language impairment" means the deviant or delayed acquisition or loss following acquisition, or the ability to comprehend, produce or use language. The impairment may involve all, one, or some combination of the semantic, phonologic, morphologic, syntactic or pragmatic components of language.

1. "Semantic involvement" refers to restrictions in the knowledge and use of the meaning of individual words and the combination of word meanings to form the meaning of a sentence.

2. "Phonologic involvement" refers to the sound system of the language and denotes restrictions in the knowledge and use of the sounds that comprise the sound system and the ways in which the rules of the language permit them to be combined to form larger units such as words.

3. "Morphologic involvement" refers to restrictions in the knowledge and use of the structure of word forms from the basic elements of meaning: morphemes. Inflectional suffixes indicating plurality and tense are examples of morphologic units.

4. "Syntactic involvement" refers to restrictions in the knowledge and use of rules governing the order and combination or morphemes in the formation of sentences and the relationships among elements in a sentence or between two or more sentences.

5. "Pragmatic involvement" refers to restrictions in the knowledge and use of language in social context.

Language impairments are commonly found in pupils diagnosed as hearing impaired, mentally retarded, specific learning disabled, multiply handicapped and severely behaviorally disordered. Language impairments are also found in the absences of these primary disabilities such as when lack of experience or environmental factors result in inadequate linguistic models for pupils.

B. Voice impairment. "Voice impairment" means the abnormal production of voice characterized by defective vocal quality, pitch, or loudness resulting from pathological conditions, psychogenic factors or inappropriate use of the vocal mechanism.

C. Fluency impairment. "Fluency impairment" means disruptions in the normal flow of speech that occur frequently or are markedly noticeable and are characterized by any of the following: repetitions or prolongations of sounds or syllables, blocks, hesitations, revisions, incomplete phrases, avoidance behavior, or ancillary movements indicative of stress or struggle.

D. Articulation impairment. "Articulation impairment" means the abnormal production of phonemes (classes of speech sounds) resulting from factors such as

faulty learning, neuromotor impairment, sensory deficits, anatomical deficiencies or developmental lag.

3. Gifted -

Gifted individuals are those who demonstrate an academic ability and/or are capable of academic performance two or more standard deviations above the national mean.

4. Hearing impaired -

Individuals are those whose auditory acuity delays or prohibits the development of speech, language and academic achievement and are classified as deaf or hard of hearing.

A. Deaf. "Deaf" means a hearing impairment which is so severe that the individual is impaired in processing linguisitc information through hearing with or without amplification, which adversely affects educational performance.

B. Hard of hearing. "Hard of hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects individuals educational performance.

5. Mentally Retarded -

Mental retardation refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period (AAMD, 1973).

A. Educable Mentally Retarded. The term educable mentally retarded refers to those persons characterized by a level of mental development impaired to the extent that the individual requires special education services, but is able to function independently in society.

B. Trainable Mentally Retarded. The term trainable mentally retarded refers to those individuals characterized by a level of mental development impaired to the extent that the individual is unable to benefit from the standard school program, requires special services, and may function semi-independently in society.

C. Profoundly Mentally Retarded. The term profoundly mentally retarded refers to those individuals characterized by a level of mental development impaired to the extent that the individual is

unable to benefit from the standard school program, requires special services, and functions dependently in society.

6. Physically Handicapped -

Physically handicapped individuals have physical disabilities which may be congenital or caused by accident or disease, that may prevent them from functioning as normal individuals. The degree of involvement ranges from minimal impairment to those who may be so impaired that they cannot be accomodated adequately or safely in a regular education setting without provision of special education services. The handicap may involve long or short-term placement in the program for the physically impaired. For purposes of further clarification and delineation, orthopedically impaired and other health impaired are defined as follows:

A. Orthopedically impaired. Orthopedically impaired means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g. polio-myelitis, bone tuberculosis, etc.), and impairments from other causes (e.g. fractures or burns which cause contractures, amputation, cerebral palsy, etc.)

B. Other Health impaired. Other health impaired means limited strength, vitality or alertness due to chronic or acute health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophelia, epilepsy, lead poisoning, leukemia or diabetes.

7. Specific Learning Disabilities -

Individuals with specific learning disabilities are those individuals who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term does not include individuals who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, or emotional disturbance, or environmental, cultural or economic disadvantage.

8. Visual impairment -

Visual impairment is a physical deficiency in a visual acuity where, even with the use of lenses or corrective

devices, the child requires modification of instructional methods and materials or supplementary assistance in order to function and learn. Pupils identified as visually impaired include those with organic impairments such that there is no vision, or visual limitations, which after best correction result in educational handicaps requiring special services and/or materials.

The following charts might aid in identifying characteristics associated with specific exceptionalities.

SOME COMMON CHARACTERISTICS OF EXCEPTIONALITIES

BEHAVIORAL DISORDERS -(May exhibit some characteristics found under learning disablities.)

- Exhibits unusual nervousness, tenseness;
- Appears unhappy, depressed (frequently);
- Is disruptive, easily frustrated;
- Shows overly sensitive feelings;
- Has poor, negative self-concept;
- Seeks attention, behaves immaturely;
- Seems self-critical;
- Cannot bear to be touched; imagines persecution, socially inappropriate behaviors;
- Doesn't participate in activities;
- Fights with peers;
- Rejects acceptance, suspicious;

COMMUNICATION DISABILITIES

- Cannot communicate effectively;
- Stutters; has articulation problems;
- Shows delay in speech;
- Speaks very slowly or quickly;
- Repeats syllables, words; perseverates;
- Substitutes, omits, adds or distorts speech sounds;
- Speaks very loudly or very softly;

GIFTED

- Keen power of observation, concentration, retentiveness; abstraction, inventiveness, conceptualization and general intellectual activity;
- Shows interest in the unusual, inductive learning, problem solving and seeing relationships;
- Shows verbal proficiency, facility in expression, breadth of information in advanced areas and intrinsically motivated;
- Possesses long attention span, sensitivity, intuitiveness, independence, persistence and goal directed behavior;

- Has many hobbies, proficiency in art forms such as music, drawing;
- Seeks practical approaches, learns rapidly, easily and efficiently, good elaborator;
- Usually performs (academically) at a level two years in advance of class in one or more disciplines of knowledge;
- Makes good educated guesses, is able to hypothesize, is a risk-taker, embellishes materials and ideas;
- Combines elements of materials or knowledge in a unique manner, selects a more difficult/complex response, solution or problem over easier;

HEARING IMPAIRED

- Shows deformity or swelling in or about the ears, or may have earaches or colds;
- Frowns or strains forward to see speaker;
- Omits certain sounds from speech, substitutes, mispronounces;
- Becomes tense during periods requiring listening;
- Fails to respond to questions, asks for repetition;
- Holds head in set position, turns ear to hear, frowns, strains;
- Seems very inattentive during auditory activities;
- Cannot always identify direction of speech or who is speaking;

MENTALLY RETARDED

- Exhibits poor language development;
- Is impulsive or immature;
- Chronological age and behavior show discrepancies;
- Displays short attention span, easily distracted;
- Does not complete sentences;
- Cannot comprehend abstractions;
- Sometimes shows poor motor ability; clumsy;
- Acts are sometimes inconsistent;

PHYSICALLY HANDICAPPED

- Has absence of limbs;
- Exhibits deformity or limp;
- Movements seem slow and painful;
- Does not exhibit good motor control;
- Substitutes other body parts to compensate for another part;
- Problems in drawing and writing;
- Illegible handwriting;
- Needs support in standing;
- Writes heavily, very small or very large;
- Shows unusual pincer grasp;

- Appears constantly tired;
- Shows effects of disease;
- Is usually thin, poor appetite;
- Is frequently absent;
- Can be in pain constantly;
- Shows limited strength;
- Appears not to be attending;
- Does not participate in strenuous or vital activities;

SPECIFIC LEARNING DISABILITY - VISUAL

- Avoids close desk work;
- Cannot follow written directions;
- Poor figure-ground discrimination;
- Poor visual memory;
- Gives limited attention to visual tasks;
- Complains of dizziness, headaches, excessive tiredness;
- Has problems tracking objects;
- Environmental stimuli easily attracts;
- Moves eyes inappropriately;
- Cannot discriminate words that look alike, repeats words or omits them;
- Bumps into objects;
- Doesn't always recognize name;
- Prints or writes letters/numbers backwards;
- Cannot always differentiate likenesses/differences in objects, words, pictures, forms;
- Cannot match objects, words, forms;
- Cannot arrange picture sequences;
- Has difficulty stringing beads, manipulating puzzles;
- Doesn't work in left-right progression;
- Holds material too close or too far from eyes;
- Has difficulty judging distances;
- Has problems learning order of days, months, seasons, etc.;
- Has difficulty in initiating motoric actions;
- Cannot recognize foolish elements in pictures;
- Shows poor motor coordination;
- Has poor handwriting;
- Cannot identify missing elements in pictures;
- Cannot replicate designs;
- Cannot find belongings, remember his/her work;
- Has difficulty remembering placement of objects (i.e., fork, napkin);
- Has problems coloring;
- Has difficulty with spatial relationships;
- Has difficulty copying;
- Has poor perception of space and time;
- Can give correct answers when tests are read to student;
- Doesn't always understand what he/she reads;
- Cannot describe pictures;
- Can spell but maybe unable to write name;

- Has difficulty sorting and classifying;
- Has problems recognizing similarities;
- Sometimes has difficulty with paper/pencil and book tasks;

SPECIFIC LEARNING DISABILITY - AUDITORY

- Needs repetition
- Works better on one-to-one basis;
- Cannot discriminate fine sounds in words; (i.e., key, beg)
- Does not respond when spoken to from behind;
- Has poor auditory memory, forgets oral assignments;
- Engages in echolalic speech; repeats what is heard rather than make appropriate responses;
- Gives inappropriate answers to questions;
- Cannot use phonetic approach in reading presented auditorially;
- Cannot identify or locate direction or sounds;
- Strains to hear verbal directions;
- Cannot distinguish background noises and responses;
- Does not understand verbal directions;
- Has difficulty following oral directions;
- Takes cues from actions of others rather than through verbal directions;
- Cannot understand rhyming;
- Does not speak in clear distinct tones;
- Does not like to listen to stories;
- Cannot follow oral sequence stories or place stories in order verbally;
- Has problem learning rote assignments;
- Cannot learn rules governing concepts;
- Has difficulty in spelling, may be able to write well;
- Does not respond well to riddles, supplying the ending;
- Has difficulty making associations between different objects or drawing inferences;
- Has difficulty in making comparisons;
- Has difficulty understanding idiomatic expressions;
- Has difficulty filling in the missing word part;
- Sometimes exhibits a speech problem;
- Has problem remembering telephone numbers, addresses;
- Can follow directions after being shown rather than told;
- Has problems with abstractions;
- May exhibit shyness;
- Enjoys visual aids;
- Responds to one word sentences;
- Has a poor receptive vocabulary;
- Has difficulty in understanding concepts;
- Usually thinks in general concrete terms rather than abstractions;
- Shows a preference for visual activities;
- Reads better silently rather than orally;
- Has problems organizing thoughts;
- Is slow to respond, needs time to think;

SPECIFIC LEARNING DISABILITY - MOTOR

- Problems writing, recording;
- Slow in completing writing assignments;
- Dislikes engaging in physical activities;
- Shows indefinite handedness;
- Shows poor physical fitness;
- Does not stick to one task for long periods;
- Needs support when standing;
- Exhibits clumsiness;
- Has problems drawing and in general writing activities;
- Shows difficulty in organizing writing assignments (crams work in one corner, along sides);
- Knocks over things when reaching;
- Has unclear speech;
- Runs awkwardly, shows difficulty when walking a straight line;
- Has difficulty hopping, skipping, jumping;
- Has difficulty controlling crayons, pencils, scissors;
- Has difficulty buttoning, tying, stringing;
- Problems in poor coordination and balance;
- Remembers letters but cannot write them;
- Has poor pincer grasp;
- Over reacts to changes;
- Has poor rhythmic skills;
- Doesn't engage effectively in skits, plays, etc;
- Exhibits poor coordination in playground activities;
- Movements are generally tense and inflexible;
- Cannot pantomime activities;
- Is not good at gesturing;
- Is poor at "Simon Says";
- Has problems picking up objects;
- Cannot locate a minimum of five body parts;

VISUAL IMPAIRMENT

- Squints excessively; rubs eyes;
- Shows limited ease in mobility;
- Tilts head to see;
- Does not attend to visual stimuli;
- Shows sensitivity to brightness (i.e., bright lights, sunshine);
- Shows poor eye coordination;
- Cannot do close eye work;
- Appears careless, clumsy, awkward;
- Brings objects close to eyes;
- Prefers auditory or tactile assignments;

IDENTIFICATION, SCREENING AND EVALUATION (ASSESSMENT)

Assessment, as it is used in this book, includes Identification, Screening and Evaluation. It includes as well the ongoing, informal assessment utilized by the classroom teacher to monitor and Reevaluate the progress of the child and the effectiveness of the I.E.P.

ASSESSMENT PURPOSES

1. To analyze and interpret academic, social, physical, and environmental strengths and weaknesses;	-Not to report isolated scores or findings;
2. To provide a framework for individualized planning relative to writing annual goals;	-Not to provide information to "Fill-In" the IEP forms;
3. To provide a continual mechanism for planning instructional strategies;	-Not to provide a rigid stationary diagnosis which is not subject to change;
4. To aid in providing placement that will promote child growth;	-Not to "Pin a label" for federal dollars;
5. To provide remediation information for programming purposes, the "What to do";	-Not to gather etiological data or list teaching techniques;
6. To relate information on intra/inter individual differences;	-Not to compare children to each other for the attainment of unrealistic goals;
7. To provide as much information to the teacher as may be available. This will assist her evaluation of her efforts;	-Not to verify or validate the teacher's accountability;
8. To provide more than a cursory "Look" at a child's total being.	-Not to exclude highly trained educators, psychologists and other specialists in the diagnostic process.

-medical assessment
-physical assessment
-motor/perceptual-motor
-general cognitive assessment
-language assessment

In order to establish the present performance level a complete assessment of the child's abilities and disabilities are necessary.

Assessment must refer to the exceptional child's problems in a way that has direct implications for the prescription of possible remediation strategies. The ultimate goal of assessment is to bring a child from a level of dependence to a level of independence.

The evaluator engages in assessment in order to determine certain capabilities of an individual without prejudging the individual based on the category assigned to him/her by virtue of an apparent deficit or dysfunction. The intent is to know more than a label.

(1) Where is the present functioning level?
(2) What will be the objectives?
(3) How will the objectives be met?

These questions aid in pinpointing the effect of the child's impairment and in designating appropriate approaches for amelioration. The behavior that impedes development is identified and other behaviors are activated that accelerate growth.

Differentiation has been made between testing and assessment. Testing refers to the exposure of an individual to a predetermined device in order to measure/analyze/diagnose the skill, knowledge, intelligence, capacities, aptitudes or any other characterization for factual identification. Assessment, however, refers to the analyzation and compilation of test results into some conclusion for prescription and amelioration. It is, then, an evaluative appraisal of a child's general performance.

Donald Cross at the University of Kentucky has succinctly grouped the purposes of assessment as:

-<u>administrative</u> - usually for recording or comparative purposes;
-<u>diagnostic</u> - this categorization sometimes assists in placement but does not specify performance levels or how to teach skills to the child;
-<u>placement</u> - used as an aid for appropriate grouping, retention and promotion;

Present Performance Level and the Assessment Process

The task of ascertaining the present level of performance is one in which knowledge of a child's developmental, functional and attainment level is extracted for placement and programming information. Knowledge of the performance level aids in determining what is known and what is needed to promote growth (where the child is and where she/he can be taken). The behavioral objectives section discusses "what is needed to get him/her there".

Information relevant to present performance level can be ascertained from previous data that may be found in the cumulative folder (and/or other information sources). This data will aid in determining what is known and what additional information is needed. New information can be determined from tests, assessment data, observations, interviews, etc.

Previous data may be elicited from:

- -school record/anecdotal records
- -psychological reports
- -medical reports
- -developmental history/scales
- -educational specialists reports
- -language/speech evaluations
- -previous teacher interviews
- -conferences with previous student contacts (i.e., principal, nurse, counselor, parents, referring teacher)
- -behavioral evaluations

In order to diagnose and prescribe for "what is needed" a comprehensive assessment of the following areas is necessary:

- -educational
- -physical and emotional strengths and weaknesses
- -general achievement for estimating growth, assessing strengths and weaknesses and level of achievement.

These areas can be further delineated:

- -educational progress in specific areas
- -achievement in subject areas
- -learning/cognitive style
- -social/adaptive behavior
- -emotional predisposition
- -psychological status

-statistical - the gathering of data for administrators, superintendents, principals, supervisors, etc. for a variety of functions (i.e., meeting guidelines, funding, tax purposes).
-child find - (most critical) the gathering of information for child-use:

.analyzation of strengths and weaknesses;
.implications for educational programming;
.strategies for remediation;
.knowledge in specific areas;
.learning styles;
.plan for individualization;

-orientation to tasks - tests for specific identifiers of strengths and weaknesses revealed in a functional breakdown (e.g., tasks related to areas to be tested);
-task analyzation - a determination of sequential, instructional programming, materials and strategies needed for success.

This information related to the assumption that assessment does not cease with the establishment of the present performance level; continual, on-going purposes are established and a vehicle for program improvement is initiated.

Additional purposes for assessment have been cited by John Salvia and James Ysseldyke in Assessment in Special and Remedial Education:

-(generally) the provision of information to assist im making decisions regarding educational development;
-identification of significant differences (positively or negatively) through screening;
-placement;
-program planning to help in deciding what and how to teach groups and indiviudals. It is also an aid in individualization;
-program evaluation (rather than the student) is compared for effectiveness;
-monitoring of the individual progress of students is used as an indicator of growth or non-growth.

The purposes and/or uses of assessment data are dependent upon the specific communication needs. If there are non inherent "messages" in the information obtained, there has been time wasted in the acquisition of the information.

There is a need for:

-a thorough knowledge of the child's current intellectual and adaptive behaviors;
-the conditions under which and situations in which these behaviors are demonstrated;
-the responses the child has learned up to current point;
-the responses the child is capable of making either through maturational training or changes in his milieu;
-knowledge of what prevents the child from achieving tasks (i.e., sensory or physical limitations).

Other purposes of assessments may include:

-qualifiable and quantifiable scores which can aid in meaningful programming;
-remediation information for prescriptive references;
-information regarding developmental levels of individual skills;
-information regarding descriptors of behavioral patterns;
-knowledge of skills which may be generalizable to several curricular areas;
-guide for evaluation planning;
-satisfaction of IEP requirements.

Some suggested areas of assessment might include:

1. Educational Assessment

-academic skills (general)
-strength areas
-weak areas
-style of learning
  .modality (ies)
  .attention levels
  .motivators/reinforcers
  .learning environment
  .typical assignments
  .productive levels
  .feedback mechanism
-vocational skill level

2. Cognitive Development

-intelligence level
-discrimination
-general information

-vocabulary development
-comprehension/sequencing
-relationships
-abstractions
-perception tests
  .auditory
  .tactile
  .visual
-problem solving

3. Language Assessment

-receptive/expressive level
-gestures/non-verbal responses
-dominant language

4. Behavioral/Social/Emotional Assessment

-behavioral observation
  .occurence (when)
  .duration
  .frequency
  .environment (where)
-self-concept
-self-help skills
-interpersonal skills
-adaptive behavior
  .school
  .interpersonal relations
  .self-help
-attitude and feelings/affective areas
-developmental sequence
 (psychological/physical)
-value system

5. Physical Development

-psychomotor (general)
-gross/fine motor
-sensory impairments
-physical impairments
-health related behaviors
-general health (medical)
-general vision, hearing, speech

If we believe assessment to be a continual process for ascertaining needs and programming for the amelioration of problems, it becomes encumbent upon us to use effective, dynamic techniques in gathering information, observing performances, recording findings and programming based on our findings. One method for gathering this information is through the use of tests.

Certain information must be obtained from any test. The reason for choosing one test over another depends upon the kinds of behavior sampled by a specific instrument (i.e., recall, recognition, drawing, pointing, etc.). Another reason might be the ease of error analysis (i.e., consistency of failure, kinds of items failed, patterns). We seek to extract information that will reveal learning characteristics, levels of functioning, modality preferences, etc. or just the confirmation of the existence of a problem. Once a problem is identified and delineated or areas of weaknesses are diagnosed, specific findings are interpreted based on the amassed information. After the extraction of assessment information, the data must be compiled into usable form. Needed skills should be prioritized and goals and objectives written.

Three criteria for diagnosing difficulties are: 1) how much a child can learn; 2) the circumstances under which a child can learn; and 3) the materials needed for learning. Environmental variables and task requirements are included in these criteria.

A systematic/organizational schema might be devised to aid or define the parameters of what should be involved in the assessment process. Rather than develop one model as opposed to another a brief discription of currently used models will be delineated.

Diagnostic-Prescriptive Teaching

The diagnostic-prescriptive teaching model is a model which is based on the assumption that children who are experiencing learning difficulties can be diagnosed to determine their strengths and weaknesses and intervention technqiues can be prescribed (i.e., goals, methods, strategies, materials, etc.) based on a specific diagnosis. The process involves the establishment of objectives (behaviors to be assessed and developed); a diagnosis of objectives attained; the writing of a prescription based on student capabilities; and a criterion measurement for objective attainment.

Two assessment models utilize the diagnostic-prescriptive philosophy, the ability-training model and the task-analysis model.

The ability-training model's primary purpose is to identify those components in the diagnostic process (i.e., strengths, abilities, etc.) in order to intervene, compensate or remediate based on the gathered data in the psychomotor, cognitive, psycholinguistic, or perceptual areas.

Task analysis models use a behavioral approach and require the assessment of observable skills and behaviors. Complex instructional goals are task-analyzed (broken into sub-skills) and specific skills that are components of the goals are identified as intervention strategies. The intent of the task analysis is to identify "skill-development" weaknesses and design interventions to remediate the weaknesses.

Diagnostic-Remedial Process

B. Bateman has outlined several principles involved in programming for specific learners:

- the determination of the existence of a problem;
- a description of the problem;
- an analyzation of the problem;
- a formulation of the educational hypothesis.

Ecological Assessment

There are inherent weaknesses in both systems; however there are strengths which can be extracted. Ronald Eaves and Phillip McLaughlin have pinpointed some of the weaknesses in the two models and propose a systematic assessment approach which sorts the many attributes, strengths, skills and weaknesses of the child and his environment into a broadbased clinical assessment. This approach assesses the child and environmental data.

Eaves and McLaughlin propose seven methods that can be used by assessors to collect information about a child and his environment.

1. Inspection of Previously Collected Data - using the school files/records for information.

2. Informal Consultation - an unstructured information-gathering procedure used to find out information not previously known from resources.

3. Structured Interviews - requires advanced planning of purposes and interview guidelines. Information about areas of difficulty and previously gathered data.

4. Screening Devices - these can be in the form of questionnaires, rating scales, inventories, checklists, etc.

5. Standardized Tests - provides samples of the child's behavior for comparative measures and further inquiry.

6. Non-standardized Tests - similar to standardized test with the exception of the use of normative data for comparative purposes and validity and/or reliability is questionable.

7. Observation - a sampling of behavior based on spontaneous observances in the natural environment.

Other proponents of the ecological approach cite the fact that the environmental learner affects and is affected by his environment. Information can be extracted by observing or collecting data through:

-initial descriptive information
-teacher expectancy
-behavioral descriptions
  .present data
  .past data
  .environmental descriptions

An assessment, then, provides some of the information needed to determine what and how to teach a student. After the data is collected, a determination of the student's needs are decided. Realistic goals are written and sequenced, followed by the writing of short-term objectives.

Inter-individual Differences/Comparisons

Results of a group test, such as the Stanford Achievement, give information about how the performance of an individual, class or group compares to some ideal peer performance. This peer performance, the comparative point of reference, delineates the interindividual differences/comparisions between an individual, group or class. Inter refers to a comparison between groups and test.

Some methods by which inter-individual differences may be assessed include:

-Standardized tests
-Achievement tests
-Developmental scales
-Formal tests
-Intelligence test
-Norm-referenced tests
-Teacher made tests
-Developmental tests (screening)

Intra-individual Differences/Comparisons

Looking only at the individual and making comparisons based upon some expected performance of that individual, is an intraindividual difference or comparison. Intra refers to the differences within an individual or within a specific test. The comparison/differences are relative only to that individual. Self being the comparative point of reference, peer performance is not considered. This method of comparison is widely used in special education.

Some methods by which intra-individual differences may be assessed include:

- -Diagnostic tests
- -Informal tests
- -Interviews
- -Inventories
- -Observations
- -Questionnaires
- -Rating scales
- -Checklists
- -Teacher made tests

Assessment Terms

1. Achievement Test - A test which measures what and/or the amount a student has learned.

2. Assessment - Includes information gathered under Identification, Sweep Screening, Screening, Evaluation and ongoing classroom assessment.

3. Basal - Relating to the point or level at which the subject is assumed to have achieved knowledge or skills below that level or that level prior to the first error, mistake, failure.

4. Ceiling - That level at which an individual can no longer make correct responses or progress. It is assumed that no correct responses will occur beyond that point or level.

5. Chronological Age - Refers to the actual birth age in years and months.

6. Construct Validity - The extent to which a test measures the trait or variable for which it was designed.

7. Content Validity - Indicates the extent to which a test covers (sufficiently) a representative sample of the behavior for which it was designed.

8. Correlation - The degree to which a relationship exists between structures, characteristics, processes, scores, or different sets of scores.

9. Criterion - A standard upon which a judgement of decision may be based; a level of performance.

10. Criterion-Referenced - The measurement of a specific standard set of skills relative to specific objectives.

11. Criterion-Referenced Tests- A test which measures skills relative to specific objectives. These tests relate to component tasks required or identified with a specific objective. They yield information about task deficiencies, thus comparing a child to his own potentialities.

12. Developmental Scales - Presentation of a series of sequenced items or tasks which represent levels of skill acquisition which are arranged in the order of acquisition.

13. Diagnosis - An investigation or analysis of the cause or nature of a condition, situation or problem.

14. Diagnostic Tests - A test which identifies or distinguishes problems or patterns of errors. Provides in depth a measure of skills and abilities that lead toward remediation.

15. Entry Level - That point at which teaching or learning a skill is proposed; that point of entrance within a sequence of skills.

16. Educational Objectives- (Same as instructional, behavioral objective) A statement describing the intent of learning, the behavior the learner will exhibit upon completion of the learning, the conditions under which the learning will occur, and the criteria for measuring the mastery of the instruction.

17. Equivalent Form - A substituted test which has similar format, content, level of difficulty, and scoring interpretation.

18. Evaluation - The gathering and analyzation of factual information of test results concerning abilities, characteristics, and other variables which lead to a diagnosis, conclusion, and/or remediation.

19. Exit Level - The point at which representative skills have been acquired.

20. Formal Assessment - A highly structured process whereby formal/standardized tests are used in the appraisal of skill acquisition or to ascertain pupil progress.

21. Formal Tests - Those tests which are standardized and administered in a specified manner, procedures for administering, scoring, and interpreting results are detailed and are the same irregardless of the tester (to retain validity and reliability).

22. Frustration Level - That level of skill development (reading) at which a child is performing with 75% mastery. Difficulty is usually apparent.

23. Grade Expectancy - The expected academic grade level based on a chronological age.

24. In-Depth Testing - More than a screening or peripheral testing. Strengths, weaknesses, styles, etc., are ascertained determining the existence of a problem.

25. Informal Testing - An unstructured testing which does not use standardized tests; use of standardized test within rules, directions and guidelines for administration are modified; teacher-made tests designed to assess specific skills.

26. Intelligence Quotient - A numerical measure of mental or intellectual development. The intelligence quotient is computed by using ratio of the mental age divided by the chronological age, multiplied by 100. IQ = MA/CA 100.

27. Intelligence Test - A test designed to measure mental capacity or one's ability to learn.

28. Inter-individual - A comparison between groups or tests to some average performance; comparison of one to peers (as a reference point).

29. Interview Techniques - A formal or informal consultation to evaluate aptitude or progress of a student.

30. Intra-individual - Concept of comparing a person to himself within an individual or within a specific test relative to the individual (self is the reference point). Peers are not compared.

31. Inventory - A screening or noting of skills a child possesses.

32. Item Analysis - The analyzation of individual items from assessment devices/tests; a noting of items passed/failed, and the abilities measured.

33. Language Age - An assessment of the development level of language skills or age functioning of language abilities.

34. Mastery Scale - An equal interval scale reflecting changes in task proficiency.

35. Mastery Test - A test that aids in determining the extent to which a skill, concept, etc., has been mastered.

36. Mean - A statistical term representing an average of all scores obtained from a given population. It is obtained by adding quantities together and dividing by their number.

37. Median - The middle score in a set of ranked scores; the middle number in a given series, an even number lie above and below the median.

38. Mental Age - The level of intellectual functioning or development expressed in equivalents of age (chronological); an expected intellectual functioning age.

39. Modality - The preferred manner of receiving sensory stimulation (i.e., tactile, auditory, visual).

40. Mode - That score that occurs most frequently in a specific distribution.

41. Non-Standardized Test - A test using an unstructured method of administration.

42. Norm - An authoritative, average or designated standard of typical/specific performance of a given population.

43. Norm-reference Test - A test which compares one to a given population; a test whose items are predetermined to be within the capabilities of a majority.

44. Observation - A structured or unstructured assessment/ testing technique that attends to visually noticing a child, extracting information based on observing certain characteristics or behaviors and recording the information to aid in programming.

45. Percentile - A statistical term which is an indication of any of the points dividing a range of data into 100 equal intervals and indicating the percentage of a distribution falling below or equal to it; number or percentage of children with the same or lower scores on a test instrument.

46. Pre-test - A test designed to measure the level of function or knowledge and skills given before a program is implemented. A post-test is given after implementation.

47. Profile - A numerical or graphic depiction of abilities, achievement which can be expressed in scores, equivalent scores, developmental or academic ages.

48. Program Evaluation - An examination, judgement, or description of the effectiveness of a given objective, program, idea, etc.

49. Questionnaire - An assessment techniques which uses a systematic series of questions prepared to gather information for analysis.

50. Ramdom Sample - A chance or representative selection from a large population in which each member of the population has an equal opportunity for selection.

51. Rating Scale - A scale with a grading or rank which elicits information and classifies it in some order.

52. Raw Score - The number of correct responses; usually, the first score from initial scoring.

53. Reliability -The degree of stability and the yielding of the same results over time; the yielding of the same test score given two testing administrations.

54. Scaled Scores - A means of converting raw scores from different tests into a distribution of scores for direct comparison.

55. Social Age - A term used in social devices to give comparative mental ages.

56. Standard Error of Measurement - A measure of the amount of error to be expected in a given score. The smaller the standard error, the greater the accuracy of the test scores.

57. Standard Deviation - A statistical concept that is a measure of the variability of the scores in a distribution.

58. Standardized Test - A test which is administered with pre-determinants. Specific requirements for administration are included.

59. Validity - The ability of a test to measure what it purports to measure.

60. Variance - The extent of deviation from the mean.

Assessment Competencies

The following statements emphasize the diverse skills which would aid the teacher in assessing for programmatic purposes. No single person is expected to be proficient in all areas.

1. Ability to compare content and intent of formal and informal tests.
2. Proficiency in the administration of specific test instruments for a given population.
3. Proficiency in the use of informal techniques which reflect intent of standardized measures for use in writing specific behavioral objectives.
4. Skill in designing and structuring operational objectives based on the translation of assessment data.
5. Proficiency in interpreting/structuring plans based on various assessment techniques represented by various models.

    -standardized test
    -criterion referenced tests
    -physical/organic tests
    -developmental tests

6. Proficiency in the identification of appropriate instruments specific to a given discipline for singular or interdiscipline models.
7. Skill in interpreting dynamic information relating to logistical considerations for assessment.
8. Proficiency in ascertaining progress in educational skill areas and in assessing strengths and weaknesses.
9. Proficiency in the identification of behavioral characteristics of a specific population.
10. Proficiency in determining learning styles for programmatic considerations.
11. Skill is the use of periodic review for determining progressive systematic recording for growth.
12. Consideration of the dynamic information included in the appraisal process and techniques for "working through" behaviors that give distorted profiles (i.e, attention spans, conflicts, distractibility, withdrawal, etc.)
13. Consideration of ecological factors for appraisal process.
14. Skill in the use of task analysis for sequencing skills and providing test items matched with specific tasks.

15. Skill in the use of the following informal strategies to extract pertinent information:

.interviews
.rating scales
.developmental scales
.anecdotal records
.informal diagnostic inventories
.informal tests
.teacher-made tests
.parental interviews
.observation
.cumulative records
.questionnaires
.checklists
.language samples
.inventories

Extracting Information from Assessment Data

Some general questions arise related to programmatic considerations after a child has been assessed. Much of the information extracted by the medical profession, therapists, audiologists, psychologists, motor specialists, etc., has implications for the classroom teacher.

Considerations

-treatable problems caused by medical aberrations;
-physical problems which could be corrected by specific appliances (e.g., hearing aid, glasses);
-medical causes for behavioral problems;
-specific management problems that may contribute to medical difficulties and possible strategies to ensue;
-necessary restrictions involving play activities;
-specific management or programming techniques required for certain medical observations;
-learning problems that may be expected from medications;
-specialized disciplinary techniques needed to change behavior problems;
-emotional states that contribute to medical problems;
-predictors of articulation skills, stuttering, language development, voice disorders, aphasia, etc.;
-diagnostic processes fundamental to communication disorders;
-conditions which maintain undesirable behaviors;
-functional relationships leading to effective treatment;
-description of specific reinforcers;
-precautions necessary in movement;
-independent head control and adequate eye contact for use of educational materials; level of presentation;
-balance and use of limbs;
-necessary positioning adaptations;
-adaptive equipment that might be needed;
-activities that could worsen condition, precautions to consider;

-activities that could strengthen physical condition;
-programmatic adaptations needed;
-resources necessary to facilitate learning and adjustment;
-major programmatic strengths;
-environmental changes needed for program adjustment;
-deficit areas for considerations;
-implications for curricular adjustments;
-other services that might facilitate growth;
-immediate training recommendations;
-degree of hearing loss and environmental adaptations necessary;
-effect of hearing loss on programming considerations;
-appropriate follow-up procedures needed;
-type of classroom to be considered appropriate for mainstreaming considerations;
-effect on speech and/or language development.

Informal assessment procedures provide the teacher with specific information and indications of functioning levels, learning styles, social behaviors, learning processes, preferred motivational strategies, and programming paths. There are many advantages that can be extracted from informal assessment data:

-allows for programming strategies to be instituted;
-weaknesses and strengths can be pinpointed more accurately;
-practical information is extracted;
-formal tests can be complemented;
-can take less time than preparing for formal tests;
-allows the teacher to see the student in a variety of situations;
-points to the need for an understanding of learning sequences;
-quick intervention can occur from the informal data.

The following strategies can be used to extract data that will be invaluable for writing goals and objectives for the IEP. These strategies may also be used as a means of providing continuous programming information and amending the IEP accordingly.

-parental input
-anecdotal records
-autobiographies, biographies
-cumulative records
-observations
  .unstructured
  .semi-structured
  .highly structured
-conferences
-checklists
-graphs
-profiles
-exhibits
-logs
-questionnaires
-charts
-informal tests
-case studies
-games
-interviews

-rating scales
-discussions
  .score cards
  .self-rating devices
  .tape recordings
  .sociometric procedures
  .evaluation of reactions
  .problem-situation tests
  .time studies
  .log, diaries
  .personal records
  .picture interpretation
  .other projective techniques

OBSERVATION AS AN ASSESSMENT TOOL

Assessment may be viewed as a process for testing hypotheses. Hypotheses are first generated from observation. It is the initial clues picked up during observation(s) of student behavior that give rise to more structured follow-up in the form of assessment in specific areas. Hence it becomes clear why observation is necessary, how data derived is used, and that it requires certain skills.

Certain factors need to be considered in using observation techniques. First the setting and its structure needs to be taken into account in observing student behavior. By using the natural environment you tend to get a relevant picture of the child. A question that needs to be raised is to what extent is the situation (limiting) the child's behavior? What environmental factors influence behavior?

Another issue that influences observation is the degree of interaction between the child and the observer. What does your presence do to limit/inhibit, or otherwise affect the child? Can he perform with the observer present? Does he perform, or not do things with the observer present that might other-wise happen?

The internal processess within the child also need to be addressed. Are there factors, emotional or physical, that are impacting on the child's behavior? As both an observer and a participant, trust should be established with the child so that a true picture can be obtained. Physically, any anomalies need to be noted.

In considering behavior, academic or social/emotional, there are quantifiable and qualifiable aspects. Quantifiable behaviors may include IQ scores, Frostig scores, math scores, and the number of times a child calls out in class. Affect, general cognitive style, and psychological learning style are qualifiable behaviors. Assessment will need to reflect a balance between quantifiable and qualifiable issues of behavior.

In using observation, the degree (issue of quality) and frequency (how often) of behavior needs to be obtained. Behavior may also be observed for its dynamic nature (change qualities) versus static (standard, unchanging) qualities.

Observation will fall into two categories: systematic and nonsystematic. In nonsystematic observation the observer will record general behaviors (academic, environment/child, teacher/child, child/child) in an anecdotal format. One needs to be careful that the records aren't subjectively written. For example - "Johnny's paper is messy" might better be stated as "Johnny erased his paper so that it had 3 tears in it".

In terms of systematic observation, specific behaviors are observed that have been defined so that others are clear as to what is being viewed. Stating that a child is silly might better be defined as the child is giggly, making faces, making noises. Here specific behaviors are clearly delineated. Associated with systematic observation are specific techniques. Time samples are used in which specific behavior(s) are observed over days, in an attempt to delineate patterns. One can also observe at other times in an attempt to verify patterns or their inconsistencies. Rating scales and checklists may also be used for observation of behavior. Rating scales will indicate absence or presence of specific behaviors. Either commercial or teacher made checklists or rating scales can be employed. The advantages to using teacher made tools include their low cost and applicability to the current classroom setting.

It should be remembered that biases will influence observations. We see what we want to see. One needs to be aware of self-fulfilling propheses that might impact on observations. It's incumbent on the observer to be aware of personal and professional biases so that objective observations may result.

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Standardized Tests

Teachers are cautioned against using any single test as a sole determinant of assessment data. Many tests can be used to assess the same area of focus. Refer to BUROS MENTAL MEASUREMENT YEAR BOOK, TESTS IN PRINT in order to get an in depth description of a particular test or for updated information. In the event contacting the publisher is necessary, a listing of their addresses is contained in the appendix of this handbook.

General Rules for Administering Standardized Tests - Reprinted with permission from:

Teacher Reference Manual for Assessment Instruments for the Severely Developmentally Impaired. Prepared by the Southwest Regional Resource Center Department of Special Education, University of Utah (Kenneth Harris, Ph.D., Jan Mallet, Ph.D., J. Dean Jones, MA)

The degree of competencies needed in the administration of standardized tests varies from those tests which require special courses and extreme sophistication in the methods of assessment, to tests which only require being familiar with the test manual and test materials. Regardless of which type of test is being administered, some general rules need to be followed in the administration of standardized tests. These general rules are:

1. The tester must be sensitive to the testing conditions. The physical environment should be as comfortable as possible, with proper ventilation, lighting, temperature, etc. It should be free of as many distractions as possible; this is particularly true in assessment of mentally impaired individuals.

2. The tester should remember that the most important responsiblilty is in providing the instructions to the subject. This is particulrly true in administering standardized tests. The test materials should be given to each individual exactly as directed in the manual. It is important when assessing severely impaired individuals that the administrator convey the information needed by the child so the child understands the expectations of the task. With more difficult cases the tester may need to modify the test manual instructions.

3. Many times the standard directions will provide opportunities for the subject to ask questions. Answering of these questions should be open, but not provide hints or information relating to the test materials.

4. The examiner should assist the subject in maintaining a high level of motivation. Generally, praise should be given generously to help maintain the highest level of motivation; this is particularly true in the assessment of mentally impaired children. There are occasions, however, when praise can be overdone and the examiner should be sensitive to these situations. A competent examiner will soon become aware of the optimum level of encouragement to be given when administering tests.

5. The motivation of the individual is important; unless the individual cares about the results, the scores will convey inaccurate information about his abilities.

6. Establishing rapport and preparing the subject for the test are important. Many times the evaluative situation can produce such a high degree of anxiety in the subject that the scores do not represent his abilities. Becoming familiar with the examinee and helping him adjust to the testing situation is important in securing the best possible results. Probably nothing helps more in establishing rapport than encouraging the examinee.

7. Under no conditions should an administrator show dissatisfaction with a response. This may cause the child to lose confidence and withdraw.

8. Not all subjects will be cooperative; therefore, it is mandatory that the examiner be familiar enough with the testing materials that he can adjust the testing to the uniqueness of the individual or situation.

Summary

Once information has been gathered and valid data analyzed, appropriate goals can be written which reflect:

.careful evaluation of all student data to verify validity;
.assurance of formal and informal information and multifaceted information from a variety of test instruments;
.consideration of parental concerns and concerns of prioritizing for placement;
.consideration of model, to be used for teaching identified skill deficits (i.e., developmental sequences, ability deficits, etc.);
.prioritization of the referral data and assessment of needs;
.consideration of the learning channel, style, available resources;

A chart can then be made of the needs as summarized from the assessment data:

1. Needs (randomly listed)

1._____ 5._____

2._____ 6._____

3._____ 7._____

4._____ 8._____

2. Most Important Need (priority)

_____

_____

3. Long-Term Goal

_____

_____

Summary of Assessment Data

Motivator/Reinforcers_____ Learning Style_____

Language & Speech_____

_____

_____

Reading_____

_____

_____

_____

Math_____

_____

_____

_____

Motor_____

_____

_____

Adaptive Behavior_____

_____

_____

Emotional/Social Behavior_____

_____

_____

Other_____

_____

Greatest Area(s) of Weakness:_____

_____

_____

Goal Statement(s):

1._____

_____

_____

2._____

_____

_____

3._____

_____

_____

4._____

_____

_____

Assessment Techniques for Ascertaining Goal(s):

1._____

_____

2._____

_____

3._____

_____

4._____

_____

GOALS AND OBJECTIVES

Chart	Intent and Practices
Writing Annual Goals	Clue Words
Bibliography	Terms to Avoid/Include
Writing Behavioral Objectives	Recording the Objective
Bibliography	Task Analysis

There are various modes and procedures used to instruct generally, and technqiues have been developed and refined to aid specifically, in the achievement of objectives. Appropriate objectives and teaching strategies may be applied to facilitate learning when an attempt to understand the process of learning is pursued.

Before attempting to list requisites for writing goals and objectives, it might be important to look at learning in general. To understand why a specific objective should be written must be attended to before an attempt is made to write goals and objectives. For this reason the reader is urged to consider the material in Appendix B for background on learning theories and styles.

The achievement of annual goals is dependent upon the quality of the goal content, procedures used in the acquisition process and the evaluation of schema prepared to ascertain attainment.

The process through which activities flow in the attainment of goals include:

Preparation of Objectives - elements included from the assessment data and translated from other pertinent information.

Analysis and Sequence of Skills - Use of task analysis and sequential planning for skill acquisition.

Development of Instruction and Materials - Strategies for program development; materials needed based on learning style, need, strengths, weaknesses, etc.

Instruction - Strategies used to aid students' acquisition of skills.

Review/Feedback - Information used to provide information in cyclical fashion in order to reprogram for goal achievement.

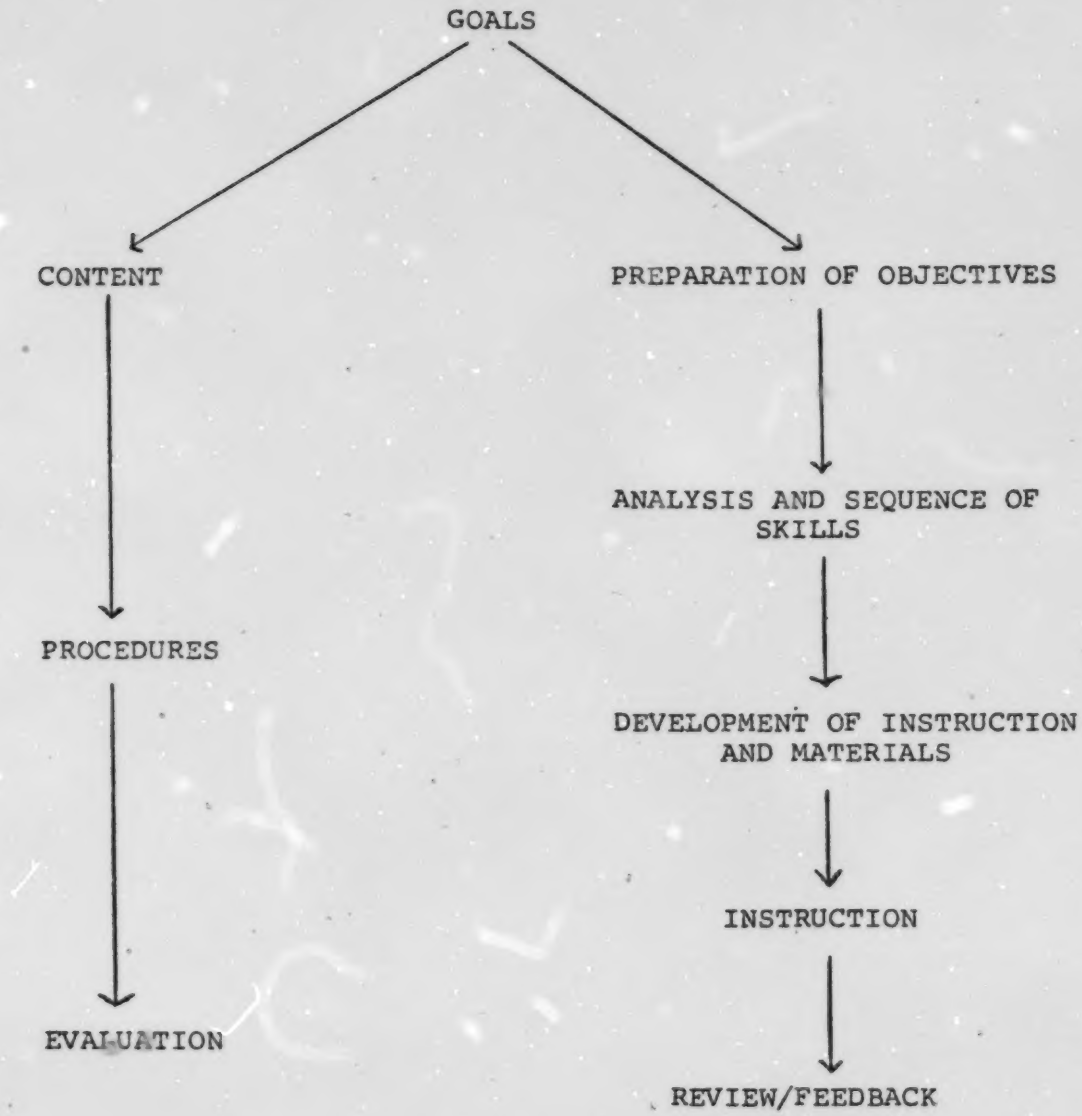
GOALS
CONTENT
PREPARATION OF OBJECTIVES
PROCEDURES
ANALYSIS AND SEQUENCE OF SKILLS
DEVELOPMENT OF INSTRUCTION AND MATERIALS
EVALUATION
INSTRUCTION
REVIEW/FEEDBACK

Figure 1

Writing Annual Goals

Annual goals are general descriptions of educational performances in specific skill areas to be achieved within a one year period. These general statements describe 1) the area of attention: 2) guidelines for expected attainment; 3) and, a measureable framework for the writing of specific or short-term objectives.

Annual goals should be written in a way that the criteria for defining the performance will address and lend credence to the following:

a. actions of students which indicate achievement of the goal;
b. a basis for separating achievement of goal and non-achievement;
c. basis for recognition of goal achievement;
d. an ideal representation of the achieved goal through terminal behavior (exhibition of competence).

The assignment of goals is derived from the assessment of the present level of performance. Goals, alone, are not measureable because they describe the intent of performance. Objectives (derived from goals) describe the intent in measureable terms. The goal, however, must be written in a way that allows for measureable objectives to be written.

Goals should be appropriate for the learner; they should require a change in behavior; needs should be correlated to the number of goals used; and they should be realistically achieveable by the end of the school year. Realistic goals for a severely exceptional child will not approximate goals for a mildly impaired child. Limited improvement in overall functioning, however, may be achieveable. The position on the developmental scale, then, will aid in the determination of goals.

1. Review the present level of educational performance. Include all measurement and evaluation data.

2. Review the assessment data including test results, observation input, records, scales, interviews, questionnaires, etc.

3. Compare the information obtained with the developmental level of the child.

4. Review the data and proceed to determine what the child can do and what the intention or expectations are.

5. Write the goal based on the collected data. Ask if there are indicators to show what is to be accomplished, how and when it will be achieved.

6. Determine how narrow or how global the goal should be by identifiying clusters of behaviors that are related.

7. Check to assure that the goals are not so vague that problems will occur in the translation to short-term objectives.

8. Check to see if change in the child's behavior can be detected from the goal statements.

9. Prioritize the goal (from the most important to the least important).

10. Make a list of observable performances that would form an operational definition of the goal (an aid in evaluation/measurement).

11. Review the steps.

Some examples of goals written in ths manner might include:

- John will dress himself properly by putting on inner and outer clothing.
- Mary will improve her in-seat behavior when given assignments by the teacher by staying in her seat, raising her hand before speaking and attending to the assignment.
- Bob will assemble parts of a carburetor and name the parts and functions.
- John will learn to lay a brick wall and verbalize the steps.
- Sally will be able to compute four different types of story problems in arithmetic.

Goals, then, provide the direction in which we wish performance to occur and should be written in order to satisfy questions of achievement. Goals reflect expectations for the child's growth.

To begin individualizing a program, implementing an IEP or engaging in daily instruction one should be cognizant of what is to be achieved, how it should be achieved and an evaluative measure of achievement. Translated for IEP development one would:

1. Prepare meaningful goals and objectives.
2. Develop lessons and materials to implement the objectives.
3. Determine the extent to which the objectives were met and use the feedback to improve the program.

Goals are only a part of the IEP process - a very important part. There is no magical number to include; however, there should be a match between needs and abilities with the goals developed.

To reiterate the methodology of writing goals would serve no useful purpose since much has been written; rather, a bibliography is included for further information and direction.

Goals

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Writing Behavioral Objectives

Behavioral objectives are specific explanations of a goal statement. Mager has defined an objective as a statement that is descriptive of an intended outcome of instruction. It defines the terminal behavior expected of a learner by stating what the learner will be doing while demonstrating achievement; the conditions under which the behavior will occur; and the criteria of acceptable performance.

Behavioral/performance objectives aid the teacher in planning instruction, guiding performance and providing acceptable measure for evaluating the cognitive (knowledge

and intellectual skills), affective (attitudes and values), and psychomotor (movement related to mental activities) domains.

A teacher exerts untold physical, mental and emotional energy during the process of teaching; reasonably, a conduit to express the results of expended energies is needed. The manifestations of these efforts can be expressed and measured in student behavior; hence, behavioral/performance objectives. Many writers of books on behavioral objectives have said "there is no basis for teaching if you don't know what to teach. Or, if you don't know where you're going, you don't know the best way to get there."

Goal statements specify intents - behavioral objectives interpret these goals in precise terms. Several components are included in the translation of goals into short-term statements.

Objectives include:

-the person doing the action;
-the behavioral task (stated in action terms);
-the object of the action (product of the behavior);
-conditions under which the task will be accomplished;
-criteria of acceptable evidence of task achievement.

BEHAVIORAL OBJECTIVES

THE STUDENT	WILL LABEL	"PARTS OF A MALE" DIAGRAM
(Doer of) Action	(Behavioral) Task	(Product or Object) of Action

BY WRITING (FROM MEMORY) AT LEAST TEN PARTS

(Conditions) (Standard of Achievement)

The above list can be shortened to include three components: a behavior or performance, the conditions, the criteria for evaluation.

Behavior/Performance

The short-term objective must include a description of the expected performance that determined whether an objective

has been achieved. This achievement should be observable, so it can be measured objectively. Precise terms are used to specify the observable behavior (no "dead man" criteria):

TRACE	READ	CIRCLE
POINT	DRAW	SAY
WRITE	SMILE	HOP

The behavior or performance task specifies what the student will do as a result of instruction. These behaviors/performances should always be expressed by the use of verbs which show action (see Behavioral Terms).

Conditions

Conditions specifiy what will be imposed or what the student will or will not be given while demonstrating the desired behavior to show mastery. Conditions may indicate:

-what can be used or provided;
-conditions under which behavior will occur;
-what will be denied;
-how the behavior will be achieved;
-instructional variables which can be manipulated by the teacher.

Conditions can be stated in a variety of ways:

-given a list of cities...
-from memory...
-without the aid or use of...
-using the number line...
-given the following problems...
-after reading the following and given four written questions...

Educational media and materials or methodology can be provided for the student as a conditon of expressing mastery:

equipment	charts
places	references
instructions	books
objects	examples
people	positions
information	environment

Conditions can be imposed that specify the circumstances under which the student will be observed while performing the tasks:

working alone	jumping
writing	speaking
listening	viewing

Enough description should be included in the objective in order that everyone will know what is expected of the student. The intent is then communicated to others reading the objective.

Criteria

This component indicates the level of acceptable performance or how well the teacher wishes the student to perform. The criteria is the standard by which performance is evaluated, the yardstick by which achievement of the objective is assessesd (Mager, 1975). This standard indicates when the student has achieved the task at a satisfactory level. It indicates a minimum of acceptable performance. Instruction can then be tested against this level to determine if the intent of the goal has been achieved.

Criteria can be described in terms of time, accuracy and duration. A criterion should be chosen that matches the behavior to be demonstrated. For example if the desire is to improve the speed of reading, the time can be measured in words per minute with less than - errors per minute. If accuracy is the measure the criterion can be expressed using percentages. If duration is the measure, the length of time for the performance can be considered e.g., for three minutes. If a chain of behaviors is to be performed, a minimum number of trials from a maximum number might be considered as the criterion.

Standards can be expressed in many ways. Some examples might include:

-within ten minutes
-all must be accurate within one minute
-without any errors
-with no more than two incorrect
-without a need for repetition
-as well as described in the checklist
-three out of four correct
-90% accuracy

Objectives should be measured frequently to ascertain mastery or the need for more effective teaching techniques.

Most teachers are familiar with the components needed in writing good objectives. A bibliography is provided for additional study.

One quick way of writing objectives would be to list the annual goal and write the applicable phrases under the correct heading. Example:

ANNUAL GOAL

BEHAVIORAL OBJECTIVE

BEHAVIORS CONDITIONS CRITERIA

Examples of some short term objectives might be:

.Without the aid of manipulatives, the student will write the sums of the following with ten out of twelve correct.
.On a number line, the child will write numbers from one to ten.
.Given an oral description, the child will draw a figure with at least six parts.

The instructional/behavioral objective will be the mechanism by which annual goals are achieved. They will be listed in sequence (prioritized) and contain behaviors, conditions and criteria for evaluation. Dillman and Rahmlow (1972) have listed other points for specifying and clarifying objectives from the idea stage of each objective to the final editing:

.levels of specificity
.principal performance
.overt behavior
.method and process
.evaluation or performance criteria
.relevant conditions
.appropriate reading level and vocabulary

Behavioral objectives are classed in the psychomotor, cognitive or affective domains and can be categorized according to levels of learning; therefore, a knowledge of what the learner is to do will benefit both the child and the teacher and provide a basis for evaluating an individualized educational program.

A bibliography is included for further study.

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Objectives Are Representative of the Clarity Between Instructional Intent and Practice

Objectives Do	Objectives Don't
-Represent an end not a means	-Present general instructional criteria (should assist instruction)
-Describe the performance or behavior of student (or change in behavior)	-Specify teaching points (learning activities for achieving objective)
-Describe conditions under which terminal behavior is performed	-Specify teacher behavior or performance
-Include the level of performance	-End with indicator behavior (not principal performance skill)

Objectives Do	Objectives Don't
-Clarify instructional intent	-Present a number of possible alternatives to the goal
-Involve teachers in the methods as well as the evaluation process	-Preclude the use of nebulous terms if followed by a description of the desired performance (i.e., understanding, comprehension).
-Restrict ambiguity and are student-directed	
-Produce measureable results	
-Provide for participation and feedback	
-Provide a plan of action	
-Provide standards of acceptable performance	
-Provide appropriate vocabulary and/or reading level.	

Clue Words in Objectives

1. Analyze - to find the main ideas and show importance and relationships
2. Compare - to show both the similarities and differences
3. Construct - to make or form by combining parts by drawing, writing, etc.
4. Contrast - to compare by showing the differences
5. Criticize - to make a judgement or give a reasoned opinion of something including both good and bad points
6. Define - to give a formal or precise meaning by distinguishing a word from related terms
7. Describe - to write a detailed account, give a verbal picture or represent by a figure or model of something
8. Diagram - to make a graph, chart or drawing that can explain through the use of labels and/or explanations
9. Differentiate - to show unlikeness, differences

10. Discuss - to describe by giving details, pros and cons of a given concept

11. Enumerate - to name and/or list

12. Evaluate - to give an opinion, judgement, or an expert's opinion of the truth or importance of a concept. It may include advantages and disadvantages.

13. Group - to assemble objects, ideas, concepts, etc., as a unit with common qualities

14. Identify - to determine the sameness of quality and distinguishing features of something

15. Illustrate - to explain or clarify by concrete examples, comparisons or analogies

16. Interpret - to give the meaning of something by using examples and personal comments to clarify

17. Justify - to give a statement of personal reasons for a statement or conclusion

18. List - to produce a numbered list of words, sentences or comments

19. Locate - to determine or indicate the place, site, limits of something

20. Match - to place in a set items possessing equal or harmonizing attributes

21. Outline - to give a general summary with a series of main ideas supported by secondary ideas to show the organization of ideas

22. Predict - to foretell, or declare in advance on the basis of observation, reason or experiment

23. Prove - to show by argument or logic that a concept is true; to ascertain the validity of by evidence or demonstration

24. Relate - to show the connections between things by establishing a logical or causal reference

25. Review - to give a survey or summary in which important parts are criticized

26. Select - to choose from a number or group by preference with regard to specific characteristics

27. State - to describe the main points in precise terms, usually in formal, brief, clear sentences without details

28. Summarize - to give a brief, condensed account of the main idea without details

29. Translate - to change from one state, form or appearance to another; transcribe into one's own or another's language

WRITING BEHAVIORAL OBJECTIVES

Terms to Include	Terms to Avoid
To analyze	To accomplish
To choose	To acquaint
To compare	To acquire
To construct	To apply
To contrast	To appreciate
To criticize	To ascertain
To define	To assert
To describe	To attempt
To diagram	To be aware
To differentiate	To believe
To discuss	To combine
To draw	To communicate
To enumerate	To comprehend
To evaluate	To conceive
To formulate	To consider
To group	To cultivate
To identify	To develop
To illustrate	To discover
To integrate	To educate
To itemize	To enlighten
To interpret	To experience
To justify	to familiarize
To list	To feel
To locate	To gain insight
To match	To guide
To name	To have insight
To organize	To impart
To outline	To inform
To plan	To improve
To point	To keep abreast
To predict	To know
To prove	To learn
To relate	To master
To review	To note

Terms to Include	Terms to Avoid
To select	To observe
To solve	To perceive
To state	To plan
To summarize	To realize
To trace	To recall
To translate	To recognize
To write	To represent
	To reveal
	To think
	To try
	To understand

Recording the Objective

The individualized educational program has added to the "paper tasks" in which teachers must engage (admitted). One writer said, "It's hard to smile through tears," but, there are advantages of keeping a record of changes in behavior (or lack of change in behavior). The Portage Project Parent Guide gives an excellent example of the need for recording results of dieting. The goal, of course, is to lose weight. Measurement is done in order to know if the desired change is taking place. Ths measurement may be in the following forms:

1. estimation of the amount of "extra" fabric in a specific article of clothing
2. scales for detecting weight loss
3. recording of baseline data to assure the weight loss with comparison over a time period.

An analogous relationship exists between the Portage Project's diet story and measuring the effectiveness of the prescribed goals and objectives of the IEP. The testing of children can be a relatively easy task, the follow-up, assessment, which involves the sorting of test results, interview statements, developmental diagnoses, ratings from scales, etc. is perhaps the most important part of extracting meaning and planning an intervention program.

Once the program is operative a teacher would wish to see the "fruits of his/her labor". Documentation of progress (or lack of progress) will subsequently aid the teacher, student and parents to assist in revising the IEP.

Recording Goals and Objectives

Several plans for recording objectives have been devised. The IEP forms have spaces provided for writing goals and objectives; however, the day to day planning would require "reams of paper" and attachments if all of the teachers efforts were recorded.

The following chart is a way of handling the recording that is needed to supply required information. The sheets can be xeroxed and used as daily plans; later, the information can be transferred using more generalized statements:

STUDENT:	WEEK OF:

GOAL #(S):

OBJECTIVE(S) NUMBER(S) OR GENERAL TITLE(S)

	ACHIEVED	
THE STUDENT WILL: TEST OF SKILL	YES	NO
1.		
2.		
3.		

OR:

STUDENT: GOAL:

OBJECTIVES	GOAL ACHIEVED		TEST	DATE
	YES	NO		
1.				
2.				
3.				

GOAL:

OBJECTIVES				
1.				
2.				

These sheets can be kept in a notebook and sectioned with the names of each child. If it is more convenient, the notebook can be kept at the area of instruction.

RECORDING FOR GROUP TEACHING

Use this sheet when teaching the same skill to more than one child.

OBJECTIVE: (Number or Written)	NAMES OF GROUP:
STRATEGIES:	SPECIAL NOTATIONS:
1.	
2.	
3.	

FOLLOW-UP STRATEGIES OR MATERIALS NEEDED:

CHILD'S NAME OR GROUP OF CHILDREN: WEEK OF:

OBJECTIVE: (Written or Number)	OBJECTIVE: (Written or Number)	OBJECTIVE: (Written or Number)
STRATEGIES OR MATERIALS	STRAGEGIES OR MATERIALS	STRAGEGIES OR MATERIALS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Comments & Codes	Comments & Codes	Comments & Codes	Comments & Codes	Comments & Codes

EXAMPLES OF CODES (Skills, Behavior, etc.):
A = Identifiers of Behavior
1-10 = Level of Achievement
Color Codes = Complete, Incomplete

Developing and Writing the Objective

These steps may aid in preparing objectives that are useful and evaluative:

1. Decide (from assessment data) the traits, content and competencies you wish the student to possess as a result of instruction.

2. Compare the data with the goals you have written.

3. With a clear view of the child's learning style and needs in the cognitive, psychomotor and/or affective domain, select the area of priority (from goals) and content area.

4. Select an appropriate behavioral term from the cognitive, psychomotor or affective checklist. Be certain the verb is compatible with the child's ability to perform and is measureable.

5. Include the learning conditions or circumstances under which the task or behavior is to be performed or accomplished. Include the conditions under which the child will be observed while performing the task.

6. Write the acceptable level of performance which indicates when the task has been satisfactorily achieved. This is a minimum level of evaluation. This standard can be expressed in time, accuracy, percentages, duration, etc.

7. Check your objective to test the compatibility of the objective with student need, ability, learning style, learning rate, amount of pressure, motivation, physical environment required and time required.
8. Note if your objective can be read by another person and interpreted correctly:

    - o conditions for testing
    - o measureable behavior
    - o totally clear evaluation criteria

Task Analysis

Task analysis, when applied to educational assessment and programming, is one of those often neglected tools that enables a good teacher to teach better, permits an artistic

teacher to inject some "science" into the teaching process, and helps the flying-by-the-seat-of-the-pants teacher avoid so many crash landings. We presume that pre-service teacher education programs and at least one system-wide in-service program a year explain, exhort the use of, and drill practice-teachers and teachers in the use and mastery of task analysis. If that is the case, reading the next couple of pages can be a turnoff, but...maybe it wouldn't hurt to do a little check. If you are willing, answer the following ten questions. If the answers are obvious to you and you feel no need to turn to the key at the end of the explanation to check yourself, c'est la vie. BUT...if you have some curiosity about whether you are correct in your choice of answers, or don't know from Adam if you are even close--read it. Do the samples and then try the test again.

Task Analysis: Pre and Post Test

1. When performing a task analysis, what three basic actions must one consider with all necessary subtasks?
   a) _____ b) _____
   c) _____.

2. Task analysis directs one's attention primarily to:
   a) the child; b) the teacher; c) the objective;
   d) the environment.

3. Circle the true statement:

   a) Task analysis is a standardized diagnostic procedure that yields valid diagnostic information.
   b) Task analysis is an informal diagnostic procedure which does not guarantee validity.

4. All steps in a task analysis should be stated in words that represent:
   a) observable behaviors: b) processes:
   c) relationships.

5. What is the formula for describing the necessary sub-tasks? _____ plus _____

6. Task analysis is used in determining which mental processes are involved in an objective.

True or False

A child was given the following command: "Ryan, put on your pants."

7. Which of the following would not appear in a task analysis of this objective:

   a) can attend to the task;
   b) can put one foot into the leg-hole of his pants;
   c) can discriminate between his right and left leg;
   d) can pull his pants from ankle to calf of his leg.

8. Which of the following would not appear in a task analysis of this objective:

   a) can pull pants from calves to knees;
   b) can pull pants from knees to mid-thighs;
   c) can pull pants from groin to waist;
   d) can repeat the directions: "Ryan, put on your pants."

9. Which of the following would not appear in a task analysis of this objective:

   a) can identify waist, knees and legs;
   b) can attend to the task;
   c) can grasp his pants;
   d) can pull his pants from mid-thigh to groin.

10. To use task analysis diagnostically, you:

   a) analyze the child's intellectual ability;
   b) construct a checklist with a test item for each subtest;
   c) determine the child's best input or output mode;
   d) gather information regarding other diagnostic workups completed by physicians, social workers, physical therapists, etc.

Task analysis is an informal diagnostic technique that helps us gather the information that assists our decisions about what specific tasks to teach the learner.

One of the basic principles of teaching any child with mild to severe learning problems, is that the learning tasks we present to him should be broken down into small, sequential steps. Breaking tasks or objectives into small, sequential steps is task analysis. Barbara Bateman, in "The Essentials of Teaching," describes task analysis "as the process of a) isolating, b) describing and c) sequencing all necessary subtasks which, when the child has mastered them, will enable him to perform the objective" (Bateman, 1971, p. 33). Teachers, consultants and so forth use task analysis as both a diagnostic and remedial tool.

In this explanation, we will explore the use of task analysis as a diagnostic technique.

To use task analysis diagnostically, you a) specify an instructional objective the child is having difficulty meeting; b) break it into subtasks; c) construct a checklist with a test item for each subtask; d) administer the checklist; and e) teach the child the subtasks he doesn't know. When the child is able to do all the subtasks that are part of the objective, he should be able to complete the objective.

There are two things to remember when you're doing task analysis. First, pretend you are a strict behaviorist. You are interested only in behaviors you can observe--those that can be seen, heard, measured, or counted. You should not attempt to make inferences about what goes on "inside" the child. For example, let's not use a term like "visual discrimination." A term like that doesn't tell us much. There are many definitions of "visual discrimination." It is hard to measure or calculate the extent of the problem in the area when it is stated as "visual discrimination." However, if we state the term in more observable language such as "can match a teaspoon with another teaspoon when a tablespoon is present," then we can see the child perform that task. We've changed a statement of a task from something we were guessing went on "inside" the child's brain to a task that is observable. So, concentrate only on the observable subtasks the child needs to do in order to complete the objective. Ask yourself questions like: "Does the child need to do this subtask to meet the objective?" or "Is it something I can see, hear, count, or measure?" It will also be helpful to remember that when we're trying to do a task analysis using observable behaviors we can use this formula:

Action verb plus object.

For example, an action verb is "pick up" and an object is "Kleenex." "Matches" "pictures" is another example. The second point to remember when using task analysis is to concentrate on the objective you're trying to teach the child. At this time, we don't need to concentrate on the child himself. If you did consider a specific child each time you task analyzed an objective, it would greatly increase the amount of time needed to do task analysis. It would mean that each time you taught the objective to a child with a different handicapping condition, you would have to reanalyze the objective. It makes more sense to decide what tasks are involved in the objective that the child must complete in order to finish the objective. Then, when it is time to teach the child the objective, modify only the subtasks that are necessary to change in order to individualize for the child's handicapping condition.

In the following pages, we are going to apply task analysis to a specific non-academic task as an example, discuss it, and then give you an opportunity to analyze and compare your analysis to what someone else has done. We will use as the example a pre-academic task of the sort a person would be teaching to a severely, multiple handicapped child. While task analysis is an effective informal diagnostic and prescriptive programming technique to use with any child, there is an enormous lack of appropriate and readily available diagnostics for that particular group of children. Remember though, the process is the same when you analyze any task--only the objective or task being analyzed varies. It will be helpful to keep in mind that: a) task analysis involves isolating, describing and sequencing subtasks; b) task analysis is action verb plus object; and c) task analysis involves only observable behavior.

Let's say we wanted a child to remove his long pants completely without assistance. He couldn't do it so we decided to gather some informal diagnostic information about why he couldn't by using task analysis. Our objective is that Peter will completely remove long pants with an elastic waist, without assistance, when given the command: "Peter, take off your pants." The task analysis of removing long pants is:

a) Attends to the teacher and task.
b) Grasps waist band of pants with hands.
c) Pulls pants from waist to groin.
d) Pulls pants from groin to mid-thighs.
e) Pulls pants from mid-thighs to knees.
f) Pulls pants from knees to calves.
g) Pulls pants from calves to ankles.
h) Sits down.
i) Grasps one pant leg.
j) Pulls the pants from one ankle and foot.
k) Pulls the pants from the other ankle and foot.

This completes the first and second steps of task analysis. We have listed a specific objective we want the child to achieve and broken it into small subtasks. The third step is to construct a checklist with a test item for each subtask.

Task Analysis	Check
a) attends to teacher and task	looks at teacher for 30 seconds while teacher demonstrates task
b) grasps waist band of pants with hands	knows where waist band is; grasps waist band

If we wanted to check to see if the child was attending to the teacher and task, we would first define what attending was in observable terms. Let's say it meant looking at the teacher for 30 seconds without looking away while the teacher says: "Peter, take off your pants" and demonstrates the task for him. By defining it in this way, we could teach him to attend because he would need to do this subtask in order to complete the objective. A way to check to see if he could grasp the waist band of his pants would be to see if he could grasp and if he knew where the waist band of his pants was.

To check out the remaining subtasks, you could remove the child's pants completely except for the subtask you are checking. For example, you would start with his pants at his waist then say: "Peter, take off your pants." You would pull them down to his knees allowing the child to finish. If he can complete that subtask, you would check to see if he could remove the pants from his mid-thighs. If he could not, you would know that you might have to teach him how. However, don't stop checking the subtasks just because you find one he can't do. Check to see if he could remove his pants if they were at his groin. For some reason, he may be able to do this yet not be able to remove them from his mid-thighs. If you found this to be true, you wouldn't need to teach him how to remove them from his mid-thighs. By checking the subtasks in this manner, you would determine which subtasks must be taught in order for the child to achieve this self-help skill. The entry behavior of "attending" is almost always included. It is a good idea to always list this, where appropriate, because it is so important for the completion of every objective and unless we list it we often forget to check to see if the child does attend.

When you're teaching the subtasks to the child that he didn't know, remember to check for generalization. Sometimes, when you're teaching a child one subtask, he may learn another one automatically. So, after teaching the first subtask, administer the test item from the checklist for the next subtask you're going to teach him before starting to teach it to him. It won't take long and it may prevent you from teaching the child something he already knows.

Chapter 3 of "The Essentials of Teaching" provides excellent background and depth to an understanding of task analysis. Some points the chapter makes are:

1. In all teaching, it is important to begin instruction on the appropriate level of task difficulty. A thorough task analysis enables the teacher to determine quite precisely where to begin instruction.

2. Task analysis provides an efficient means for assessing what skills the child needs to learn to complete the objective.

3. The uses of task analysis include:

a) Assessing Entering Behavior

A meaningful assessment of entering behavior requires that the teacher:

1) specify instructional objectives for the tasks to be taught;

2) list the essential subskills and/or prerequisites to each task;

3) construct a brief checklist of test items representing the subskills;

4) administer this checklist to the students.

This procedure rather than relying on normative tests, interviews, or other so-called diagnostic data will provide the teacher with a meaningful assessment of content-related entering behaviors (Bateman, 1971, pp. 42-43).

b) Grouping for Instruction, and

1) The teacher makes a brief checklist of the 10 or 15 specific educational objectives considered most vital for the children to be working toward during the first portion of the school year. These objectives might include such specifics as reading maps, solving long division problems, or writing.

2) The teacher conducts a sample lesson pertinent to each of the items on the checklist, keeping the entire group together for the sample lesson.

3) On the basis of the childrens' responses to the lesson, the children who have the most to learn before reaching objective can be readily identified and formed into a group. The second sample lesson can assist the teacher in finding the next group. This procedure could be used to select as many groups as necessary, remembering that when it begins to be difficult to make discriminations among the remaining children they can probably be grouped together, at least temporarily.

4) Often we must remind ourselves that some children will come to us with entering behaviors already higher on some task ladders than we have envisioned for most of the group after instruction. If a child can write a ninth-grade level composition in the fifth grade, it would be inappropriate and unethical for us to require him to punctuate sentences in a fifth-grade workbook. Such sample lessons as we are processing for grouping purposes should also be used to find those children for whom no additional instruction on a task ladder is appropriate. Such children can then be shifted to more advanced work, perhaps by individualized instruction or by being moved to a higher grade (Bateman, 1971, p. 44).

c) Readiness

In any discussion of entering behavior, the term "readiness" is bound to arise. Our contemporary society is quick to coin new terms whenever they seem helpful or otherwise catch our fancy. Thus, our dictionaries get thicker each year. We are somewhat less quick to drop terms that have lost whatever utility they may have once had. "Readiness" may be a prime candidate for the lost-utility file, should we ever construct one. Everyone is always ready to learn whatever comes on the next rung of any task ladder we might construct. If Robert is on rung 17 of the self-dressing ladder, he is ready for rung 18. If Mary is on rung 1, she is ready for rung 2. Since schools have traditionally begun their relationship with children at age five or six rather than at birth, we have not extended our ladders down into the skills and concepts ordinarily learned prior to school. So, in effect, our school reading ladders (and most other task ladders, too) begin at step 10 (or any other number we prefer) rather than step 1. When a child comes to us at age six and is on rung 4, instead of ten, we have tended to say he "isn't ready for reading." What we really mean is that we haven't thought about how to teach rungs 1 through 9 and so we aren't ready for him! He has further to climb than most of our six year olds to reach the instructional objective of being able "to say the appropriate spoken equivalent for visually presented groups of English letters." Therefore, he is the one who is most in need

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Quoted material from Barbara Bateman's Essentials of Teaching, Dimensions Publishing Co. Permission to reprint is from Arlyce House, Adapt Press.

> of teaching. And yet he is the one most frequently told to wait a year until he is ready! If a child is to catch up with others who are ahead of him, we must teach him more and faster (Bateman, 1971, pp. 45-46).

With this for background, it's your turn to perform some task analysis. After you are finished, you should compare your task analysis to the ones that we previously prepared. Ours are not necessarily the correct answers. We ask you to compare yours to ours in case you have left out something that we have included or vice versa. Or, if you aren't sure of the correct sequence, looking at how someone else did it may help you. Please try to use common words when you task analyze these tasks. By using common terms, we can more easily understand what everyone means. Remember the rules of task analysis.

1. It is isolating, describing, and sequencing subtasks
2. It is action verb plus object.
3. It involves only observable behavior.

Be sure to compare your task analysis with the key after each analysis.

Task Analysis #1

Object Discrimination Using Pictures

The teacher places three different picture cards (ball, cup and orange) on the table and says, "Sally, point to the ball." After the child has pointed to the ball, the teacher asks her to point to the cup and the orange.

Task Analysis #2

Concept Development

The teacher and child are seated at a table. On the table are placed a ball, an apple and a sock. Beside the table is a box. The teacher says to the child, "Ann, put the ball in the box."

Doing these task analysis may have seemed tedious or difficult but task analysis does become easier and quicker to do the more you do it. Did you notice this as you practiced? Here are some shortcuts to note to make the use of this tool less time-consuming.

1. Although you usually task analyze most objectives you teach a child, you need to only thoroughly task analyze those objectives he is having problems achieving.

2. Save every task analysis you do. Another child may have problems with that task or one similar to it.

3. Teachers in a building could make a file of all the task analyses they have done. Then, before doing one, you could check the file to see if that task had already been analyzed. If you did put all the task analyses in a file, it would be important to agree on a common set of terms first.

4. There are some books available that contain the analyses of many tasks that other professionals have written. However, even when these are available, you have to know the process of task analysis. For example, every child will not learn the tasks in the same sequence and some of the tasks in the book may have to be broken down even further for some children. If you don't know how to do this, the book won't be of much use to you.

We hope this explanation was helpful. It is not meant to replace the opportunity to learn and practice this tool with your professional peers, but rather to be a reminder of the essential points. This explanation of task analysis has been largely derived from information presented in papers by Robbie King and Anne R. Sanford, "The Essentials of Teaching" by Barbara Bateman and especially from the Task Analysis module of "Informal Diagnosis and Prescriptive Programming," a workshop manual distributed by the Mid-West Regional Resource Center.

Key to Task Analysis

Task Analysis #1

Object Discrimination

1. Attends to teacher and task.
2. Matches verbal stimulus of the word with the visual stimulus of the picture.
3. Points to picture.

Task Analysis #2

Concept Development

1. Attends to teacher and task.
2. Demonstrates understanding of key word in the directions: "in."
3. Matches stimulus of word ball with object ball.
4. Locates ball.
5. Locates box.
6. Grasps ball.
7. Finds the area of the box into which to put the ball.
8. Opens hand to release ball.

Task Answer Key

1. a) isolate, b) describe, c) sequence
2. c) the objective
3. b) informal diagnostic procedure
4. a) observable behavior
5. action verb plus object
6. false
7. c) discriminates between right and left leg
8. d) repeat directions
9. a) can identify
10. b) construct a checklist

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Educational Media and Materials

Considerations for Assigned Materials
Selective System for I.E.P.
Standard Criteria for the Selection and Evaluation of Materials
Bibliography

Considerations for the Use of Assigned Materials

Here is a quick reminder of things to consider when giving assignments. This inventory might assist in making assignments more individualized.

- Does the assignment exemplify the instructional objective?
- Are the skills related to the assignment those skills needed by the student(s)?
- Is there an individualized approach used in the assignment of the task?
- Is the modality and/or format of the material appropriate to the learning style of the student?
- Is the assignment appropriate to the learning style of the student?
- Is the material appropriate to the learning rate of the student?
- Are the required responses to the material compatible with the capabilities of the student?
- Is the language level of the material appropriate to the student's level of language development?
- Are the chosen/assigned materials representative of different cultures, races, religions, sexes, etc.?
- Are there stereotypical roles involved with characters?
- Are there multiple options for feedback (provisions for the student to report)?
- Does the feedback mechanism allow for self correction (if not teacher corrected)?
- Is the pacing individualized?

- Are sequential levels of difficulty addressed?
- Are alternatives presented for achieving the objective?
- Are there considerations for the type of disability? (Sensation, perception, imagery, symbolization, conceptualization)?

Planning any instructional program requires time, thought, learner interaction, assessment, reassessment and sequencing which reflects the aforementioned. Any program which proposes to "fit" the needs of all learners (exceptional or not) should be suspect in programming designs. Any ideal learning analysis, sequence, etc., should not be limited to a specific strategy. The paths through which materials and tasks are presented cannot be effective for all or the same students. Non-effectiveness can be minimized by caref l study of each student's style of interaction and learning, desirable motivators and reinforcers, and a thorough investment involving planning which requires a lot of time and effort.

The ultimate end in the achievement of goals is to prepare students to become independent. The selection of specific instructional strategies should (a) promote progress toward this end; (b) allow proficiency in achieving desired tasks; (c) provide increments small enough to be achievable; (d) differentiate those optimum conditions that promote learning; and (e) provide the positive interaction needed to move from a dependent level.

Commercial Programs for IEP Development

Several publishing companies have designed materials which have sequenced objectives, suggestions and strategies for implementing individualized educational programs. A sampling of specific programs is listed (prepared by John A. Haigh, Ed.D.).

If a specific program is chosen, care should be exercised in the adjustment of teacher interaction, program adaptation and modification to learner needs. The program may have the need for further development, modification or the extension and/or revision of concepts. There may be a need for:

- environmental changes to accomodate use of a specific material;
- changes for enrichment purposes;

- o format changes to accomodate presentation of specific concepts and skills;
- o use of cardboard, poster board, cardboard boxes, cigar boxes, portable boards, etc., with large writing to present concepts, puzzles, other tasks;
- o restructuring of vocabulary, sentence length and content to age and experience level;
- o adapting materials to show concrete examples rather than abstractions;
- o use of tape recorders, videotapes or filmstrips to adapt concepts;
- o rewriting a printed page into manuscript.

Selective Systems of I.E.P.

The purpose of this matrix is to give the reader a shorthand explanation of the program. The selection of programs or systems is in no way meant to be a conclusive listing. Information about a wider variety of programs may be obtained by contacting NIMIS, BEH outreach projects or contacting commercial vendors. The reader is advised to contact the program itself for a more complete description and current price list.

The program list includes Early Childhood; Severely and Profoundly Handicapped (not mentioned but excellent S.P.H. programs are Bud Frederick's in Monmouth, Oregon and Norris Haring's program in Washington); those programs that might have traditionally been termed E.M.R., T.M.R., or L.D.; Vocational Programs; and Computer Assisted Programs (a good program not included: M.E.A.D. - Modular Educational Achievement Descriptor).

The descriptors across the top of the matrix are intended to give the reader an overview of areas of content and related information. Flexibility - easily adjusted to a variety of situations, or parts may be taken out and used effectively. Age/Grade - to give the reader some idea of age or grade intent or applicability. Content - the basic information, meaning or substance of the program. Format - basically how the program is presented to the teacher. Diagnostic/Screening - whether the program has a diagnostic or screening component contained in it or its major purpose is as a screening or diagnostic device. Programming for Individual - if the system is suited for individual programming or instruction. Programming for

the Group - if the system is suited for grouping or group programming or instruction. Evaluation - if there is a component for evaluating the system. Teacher Preparation - subjective assessment of the amount of time necessary for preparation and implementation of system, realizing that, as individuals become more familiar with a system the amount of time necessary may decrease. Learning Style - if there are components for visual and/or auditory learners or a variety of learning styles. Planning - if there are planning components within the systems. Behavioral Objectives - the systems have behavioral objectives in the program. Instructional Goals - if the systems state instructional goals in the program. Instructional Objectives - if the systems list instructional objectives. What to Teach - if areas or tasks are analyzed as to what can/should be taught. How to Teach - gives instructions on methods or how objectives are to be taught. Includes or Requires Forms - if the system provides forms for tracking, evaluating or record keeping.

PROGRAM	FLEXIBILITY	AGE-GRADE	CONTENT	FORMAT	DIAGNOSTIC/SCREENING	PROGRAMMING FOR INDIVIDUAL	PROGRAMMING FOR GROUP	EVALUATION	TEACHER PREPARATION	LEARNING STYLE	PLANNING	BEHAVIORAL OBJECTIVES	INSTRUCTIONAL GOALS	INSTRUCTIONAL OBJECTIVES	WHAT TO TEACH	HOW TO TEACH	INCLUDES OR REQUIRES FORMS
Valett	*	P-G6	P/O LD	B	*	*	*	*	A	V&A			*	*	*		*
System FORE	*	Bi CA 10	R M L	B/M	*	*	*	*	E	V&A	*	*			*		*
B.C.P.	*	P-A	S E Q	B		*	*	*	A	V&A	*	*			*		*
Dasie	*	P-G6	S E Q	B/M	*	*		*	A	V&A	*	*	*	*	*		*
System 80		P-G6	R M L	M		*		*	U	V&A					*		*
I.P.I.	*	G 1-6	R M S	B/M	*	*	*	*	A/E	V&A	*	*	*	*	*		*
Mainstreaming	*	K-9	C	B		*	*		U	V&A	*		*	*	*		
Cadets		Bi G-12	S E Q	B/M	*	*		*			*						*
Michigan Pre-Voc -Vocational/ S.E.R.G.	*	P-G 12	C	B/M		*	*	*	A	V&A	*	*	*	*	*	*	*
Prince Georges County, Everyday Skills	*	CA 14-21	C	B		*	*	*	A	V&A		*	*	*	*		
Skiltrac	*	G K13	R/M	P	*	*	*	*	A	V&A	*	*	*	*	*		*
Fargo DIP	*	P-G2	C	P	*	*	*	*	A	V&A		*		*	*	*	*
DTIMS	*	K4 K12	M/LS	B/M	*	*	*	*	A	V&A	*	*	*	*	*	*	*

	FLEXIBILITY	AGE/GRADE	CONTENT	FORMAT	DIAGNOSTIC/SCREENING	PROGRAMMING FOR INDIVIDUAL	PROGRAMMING FOR GROUP	EVALUATION	TEACHER PREPARATION	LEARNING STYLE	PLANNING	BEHAVIORAL OBJECTIVES	INSTRUCTIONAL GOALS	INSTRUCTIONAL OBJECTIVES	WHAT TO TEACH	HOW TO TEACH	INCLUDES OR REQUIRES FORMS
Chapel Hill Training Outreach Project	*	CA 1-6	M L S/H	*	*	*	*	*	A	V&A	*			*	*		*
A.P.T.	*	SPH	S/H	B	*	*		*	A	V&A		*		*	*	*	*
Compet/ Compile	*	P-G-6	S/H	B	*	*		*	A	V&A	*	*	*	*	*		
Radea	*	SPH CA 0-7	S/H	B/M		*	*	*	A	V&A	*	*		*	*	*	*
Mann-Suiter	*	P-G6	P/O LD	B/M	*	*	*	*	A	V&A			*	*	*		*
Monterey	*	P-CA 14	C	B/	*	*	*	*	A	V&A	*	*	*	*	*	*	*
CARE		Bi-CA 8	C	B/	*	*		*	E	V&A	*	*	*	*	*	*	*
I.B.A.S.	*	P-G6	R M S	B	*	*	*	*	E	V&A	*	*	*	*	*		*
S.T.E.P.	*	P-G6	P/O LD	B	*	*		*	A	V&A	*	*	*	*	*		*
M.W.M.	*	P-G6	P/O LD	B	*	*		*	A	V&A	*			*	*		*
PLAN	*	K-G12	C	P B/M	*	*	*	*	A	V&A	*		*	*	*		*

Teacher Prep.

U = Under what a daily lesson prep would be
A = Average what average amount of prep would be
E = Extra more than what would be normally required

P = Computer assisted program

Seq = Sequential

V&A = Visual and/or auditory styles of learning are utilized in an elementary way phonic or visual approach

S/H = Self-help primarily basic skills pre-academic and social that might be most effectively used with severely or profoundly handicapped (SPH) children or children in a trainable program

M = Math or arithmetic related materials

L = Language related skills, sequences and/or materials

CA = Chronological age

MA = Mental age

SPH = Severely or profoundly handicapped

B = Book, notebook, bound volume, etc.

G = Grade or grade level

B/M = Books and other material

C = Curriculum or curriculum guide

Bi = Birth

R = Reading or reading skills, sequences and/or materials

S = Social or social skills

A = Adult

P/O = Process Osgood

Standard Criteria for the Selection and Evaluation of Instructional Materials - Adapted from the National Center on Educational Media and Materials for the Handicapped, The Ohio State University
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I. Review of Instructional Materials

A. Analysis of Material

(This section includes recommended questions for determining the intrinsic qualities of the material(s) independent of specific learner characteristics and program requirements.)

Yes	No	Na		
___	___	___	1.	Are objectives in behavioral terms? (specifying what the student task is, under what conditions, and level of performance expected)
___	___	___	2.	Are techniques of instruction for each lesson either clearly specified or self-evident?
___	___	___	3.	Are facts, concepts, and principles ordered in a logical manner? (e.g., chronologically, easy to difficult, etc.)
___	___	___	4.	Does the material contain appropriate supplementary or alternative activities that contribute to or extend proposed learning?
___	___	___	5.	Is repetition and review of content material systematic and appropriately spaced?
___	___	___	6.	Does the content appear accurate?
___	___	___	7.	Does the material avoid content which betrays prejudice, prepetuates stereotypes, or neglects the talents, contributions, or aspirations of any segment of the population?
___	___	___	8.	Can the material be readily adapted to meet individual learner differences in abilities and interests?
___	___	___	9.	Can pacing of the material be adapted to variations in learner rate of mastery?
___	___	___	10.	Is provision for adapting, altering, or combining input and response modalities according to learner variations?

Yes	No	NA		
___	___	___	11.	Does the material incorporate evaluation items and procedures which are compatible with program objectives.
___	___	___	12.	Are there sufficient evaluative items to accurately assess student progress?
___	___	___	13.	Is performance assessed frequently enough to allow accurate assessment of student progress and continuous feedback to learner?
___	___	___	14.	Is the format uncluttered, grammatically correct, and free of typographical errors?
___	___	___	15.	Are illustrations and photographs clear, attractive, and appropriate to content?
___	___	___	16.	Are auditory components of adequate clarity and amplification?
___	___	___	17.	Are all necessary components either provided with the material or readily and inexpensively available?
___	___	___	18.	Can consumable portions of materials be easily and inexpensively replaced or legally reproduced?
___	___	___	19.	Is cost reasonable in comparison with similar commercial materials or homemade alternatives?
___	___	___	20.	Does the publisher clearly state the rationale for selection of program elements, content, and methodology? (e.g., choice may be based on tradition, survey of other materials, logic of subject matter, experimental evidence, unvalidated theory)
___	___	___	21.	Are testimonials, research, and publisher claims clearly differentiated?
___	___	___	22.	Are reinforcement procedures and schedules clearly indicated?
___	___	___	23.	Is a variety of cueing and prompting techniques used?

B. Matching Material to Learner

(This section involves the integration of the identified learner needs with the analyzed material characteristics to determine compatibility for instructional purposes.)

___	___	___	1.	Are stated objectives and scope of the material compatible with learner's needs?

Yes	No	NA		
___	___	___	2.	Are prerequisite student skills/abilities needed to work comfortably and successfully with the material specified and compatible with the learner's characteristics?
___	___	___	3.	Are the skills and abilities needed by the instructor to work effectively with the materials specified and compatible with instructor's expertise?
___	___	___	4.	Are levels of interest, abstraction, vocabulary, and sentence structure compatible with characteristics of the learner?
___	___	___	5.	Is the degree of required teacher involvement (constant interaction, supportive or monitoring role, largely student directed, varible) compatible with learner characteristics?
___	___	___	6.	Does the material incorporate motivational devices to sustain student interest which are appropriate to the learner's characteristics?
___	___	___	7.	Are input modalities (visual, auditory, motor, tactile) compatible with learner characteristics?
___	___	___	8.	Is the demonstration of task mastery (e.g., written test, performance test, oral test) compatible with or adaptable to intended learner's characteristics?
___	___	___	9.	Is the format of the material (e.g., game, book, filmstrip, etc.) compatible with the learner's mental and physical abilities?
___	___	___	10.	Is the durability and safety of the material adequate for the learner?
___	___	___	11.	Is information provided indicating (successful) field testing of the material with students similar in learning characteristics and interests to those of the learner?

II. Determination of Material Suitability

A. As a result of the review process, which questions have you identified as (most) critical to you in deciding to utilize the material with the learner?

B. On the basis of those critical priority concerns, is the material appropriate for specified learning requirements?

___Yes (implies accept)

___No (implies reject)

___Unsure (requires more analysis)

C. If unsure of appropriateness, are there other less critical questions which could be considered in making the decision to utilize the material?

D. On the basis of those additional considerations, is the material now deemed appropriate for specified learning requirements?

___Yes

___Unsure

E. If still unsure of appropriateness of the material, will comparison with other previewed material(s), in relation to critical questions, help identify the material which most closely approximates the specified learning requirements?

F. If still unsure of the appropriateness of the material, would modifications of the material render it usable?

1. Do you have access to resources for required modification?

G. If no:

1. Return to search process. Reeamine sources of material identification and information in locating other potential materials.

2. Review learner characteristics in an effort to modify requirements for material.

III. Planning for Individualized Instruction

A. Learner Characteristics

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying the characteristics and educational requirements of the specific learner for whom material is being sought).

1. What are the possible modes of input?

___ auditory

___ visual

____ tactile

____ kinesthetic

2. What are the preferred modes of input?

____ auditory

____ visual

____ tactile

____ kinesthetic

____ multisensory

3. What are the possible modes of response?

____ verbal

____ written

____ gesture

4. ____ What is the learner's instructional level?

5. ____ What is the learner's interest level?

6. ____ What is the learner's reading level?

7. ____ What is the learner's interest area?

8. What are the learner's interest/motivation requirements?

a. ____ use of a game-type format

b. ____ use of humor

c. ____ use of a variety of stimuli

d. ____ use of suspense

e. ____ use of novelty

f. ____ use of an interaction system of instantaneous feedback

g. ____ use of cartoon format

h. ____ use of puppets

i. ____ use of characters

9. ____ What are the learner's entry level skills?

10. ____ What are the learner's reinforcement requirements?

B. Teacher Requirements

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying the requirements to allow a teacher/instructor to effectively use the material.)

1 ____ Are a teacher's manual and/or instructions provided?

2. If a teacher's manual and/or instructions are provided, does it include:

a. ____ philosophy and rationale

b. ____ statement of objectives

c. ____ statement of instructional and interest levels

d. ____ statement of prerequisite skills

e. ____ statement of reading level

f. ____ listing of material/program elements

g. ____ listing of required materials and equipment

h. ____ suggestions for teacher/instructor use

i. ____ suggestions for student/learner use

j. ____ suggestions for instructional alternatives

k. ____ suggestions for evaluation

l. ____ suggestions for additional resources

3. Instructor time requirements:

   a. ____ training

   b. ____ preparation

   c. ____ use

   d. ____ clean-up

4. What is the degree of instructor involvement?

   a. ____ full-time teacher involvement is required during instructional period

   b. ____ part-time teacher involvement required

   c. ____ no teacher involvement required

   d. ____ full-time aide involvement required

   e. ____ part-time aide involvement required

   f. ____ no aide involvement required

   g. ____ full-time parent involvement required

   h. ____ part-time parent involvement required

   i. ____ no parent involvement required

   j. ____ full-time peer involvement required

   k. ____ part-time peer involvement required

   l. ____ no peer involvement required

   m. ____ materials can be used independently by learners

5. Is the material practical?

Yes	No	NA	
___	___	___	a. maneuverability
___	___	___	b. ease of storage
___	___	___	c. number of parts

Yes No NA

___ ___ ___ d. identification of parts

___ ___ ___ e. size of parts

___ ___ ___ f. storage/organization of parts

___ ___ ___ g. durability of product and packaging

___ ___ ___ h. replaceability of consumable and non-consumable parts

___ ___ ___ i. requires use of specialized equipment

6. Is the total cost reasonable?

___ ___ ___ a. inservice training

___ ___ ___ b. initial cost

___ ___ ___ c. per use cost (replacement of consumables)

___ ___ ___ d. required supplementary materials costs

___ ___ ___ e. replacement costs (replacement of non-consumables)

7. ___ ___ ___ Is the material appropriate for the curriculum?

8. ___ ___ ___ Has this material been field tested?

9. ___ ___ ___ If so, has it been found to be effective?

C. Material Characteristics

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying specific characteristics a material requires to allow for communication with a learner.)

A = Acceptable UA = Unacceptable

1. Technical quality

	A	UA
a. Quality of auditory presentation:		
(1) clarity (easily understood, recording quality good)	___	___
(2) amplification	___	___
(3) voice level	___	___
(4) dialect/accent	___	___
(5) voice speed	___	___
(6) voice quality	___	___
(7) sequence	___	___
(8) quality of narration (reader style)	___	___
(9) music/sound/voice mixing	___	___
b. Quality of visual presentation:		
(1) sharpness	___	___
(2) color	___	___
(3) distracting elements	___	___
(4) complexity	___	___
(5) size relationships	___	___
(6) sequence	___	___
(7) subjective angle (learner point of view)	___	___
(8) objective angle (observer point of view)	___	___
(9) composition (visual format, visual arrangement)	___	___
(10) figure-ground definition	___	___

		A	UA
c.	Quality of print and graphic presentation:		
	(1) legibility (style and size)	___	___
	(2) captioning (location and placing)	___	___
	(3) clarity of print (contrast)	___	___
	(4) accuracy	___	___
d.	Quality of tactile presentation:		
	(1) braille (clear and easily discriminable)	___	___
	(2) tactile drawings (clear and easily discriminable)	___	___
	(3) texture (clear and easily discriminable)	___	___
	(4) composition (physical format, physical arrangement)	___	___
	(5) manipulables (discriminable, dimension, shape, mass)	___	___

2. Instructional quality

Yes	No	NA		
___	___	___	(a)	Does the selection of subject matter facts adequately represent the content area?
___	___	___	(b)	Is the content presented in the material accurate?
___	___	___	(c)	Is the content organized for ease of study?
___	___	___	(d)	Is the content logically sequenced?
___	___	___	(e)	Are various points of view, including treatment of minorities, handicapped, ideologies, personal and social

Yes	No	NA		
				values, sex roles, etc., objectively represented?
___	___	___	(f)	Are the objectives of the material clearly stated?
___	___	___	(g)	Is the content of the material consistent with the objective?
___	___	___	(h)	Are the prerequisite skills for use of the materials stated?
___	___	___	(i)	Are essentail sub-skills required included in the instructional sequence?
___	___	___	(j)	Is the reading level of the material stated?
___	___	___	(k)	Is the vocabulary systematically introduced?
___	___	___	(l)	Is the vocabulary consistent with the stated reading level?
___	___	___	(m)	Is the instructional level stated?
___	___	___	(n)	Is the interest level stated?
___	___	___	(o)	Is the material self-pacing?
___	___	___	(p)	Does the material provide for frequent reinforcement of major concepts?
___	___	___	(q)	Does the material summarize and review major points?
___	___	___	(r)	Does the material provide frequent opportunities for active student involvement and response?
___	___	___	(s)	Does the material provide for evaluation of user performance?

Yes No NA

___ ___ ___ (t) Does the material provide criterion referenced assessment?

___ ___ ___ (u) Are all of the supplementary materials needed for instruction included in the materials package?

D. Matching Material to Learner

(The following questions require a synthesis of information gained thus far. The synthesis is essential before proceeding.

___ ___ ___ 1. Are the characteristics of the material compatible with perceived learner characteristics?

___ ___ ___ 2. Are the characteristics of the material compatible with perceived teacher requirements?

___ ___ ___ 3. Have you checked the list of criteria in the Review, section B, Matching Material to Learner?

Curriculum, Instruction and Learning Activities

Ackerman, Jeanne Play The Perceptual Way, Special Education Publications, Seattle, Washington.

A book of games, perceptual motor activities to help children organize their thinking, to help the overactive child gain better control and improve a child's self-concept. The games are ability sequenced for ages 4-12 to develop body image, balance, laterability and directionality, locomotion, eye-hand coordination and rhythm.

Alpern, Gerald and Ball, Thomas J. Education and Care of Moderately and Severely Retarded Children, Special Education Publications, Seattle, Washington.

A one volume collection of new materials and activities to be used with children of limited abilities, concentrating on profoundly retarded children. An extensive

curriculum and activities guide gives step-by-step detail.

Barch, Ray H. Enriching Perception and Cognition Techniques for Teachers Vol. 2, Special Education Publications, Seattle, Washington.

Presents techniques to be used by teachers, clinicians and parents toward the resolution of special learning problems in children at the preschool, elementary and secondary school levels. Classroom sequences of perceptual activities are presented, progressing from simple to complex activities.

Barch, Ray H. Achieving Perceptual-Motor Efficiency: A Space Oriented Approach to Learning Vol. 1, Special Education Publications, Seattle, Washington.

Introduces a model for curriculum organization for classroom, clinic and the home to enrich and improve the development of children with particular emphasis upon the child with special problems in learning.

Bateman, Barbara Reading Performance and How to Achieve It, Special Education Publications, Seattle, Washington, 1976.

Presented is a comprehensive range of current practice, thinking and research in the vital area of reading performance and how it can be achieved.

Bateman, Barbara and Haring, Norris Teaching The Learning Disabled Child, Prentice-Hall, Englewood Cliffs, N.J., 1977.

A primary methods text for teaching the learning disabled child. It represents systematic guidelines and instructional tactics commonly used by experienced teachers who are in contact with learning disabled children.

Bryant, Cathy J. Some Educational Implications of Movement, Special Education Publication, Seattle, Washington.

Outlines ways in which movement experiences may be used by children evidencing mild to severe sensory-motor deficiencies. Positive suggestion for the improvement of the child through movement are included.

Doward, Barbara Teaching Aids and Toys for Handicapped Children. Council of Exceptional Children, Publication No. 7, Reston, Virginia, 1960.

Describes construction and use of pegboards, puzzles for developing size and space perception.

Karnes, Merle B. "Creative Games for Learning." Parent/Teacher Made Games. Council for Exceptional Children. Publication No. 158, Reston, Virginia, 1977.

Fifty simple to make games that parents and teachers can construct. Each game teaches a very specific concept essential to cognitive skill development. Appropriate for children 3-8. Suggestions for modifying the games for exceptional and gifted youngsters are included.

ME NOW
Hubbard P.O. Box 105, Northbrook, Illinois 60062.

ME NOW is a two year science program on basic functions of the human body for special and learning disabled students ages 10-13. Activity oriented/multi-media materials. Success oriented approach fosters feelings of self-worth that increases as the student masters new concepts. Low reading skills present no barrier to progress in this program.

ME and MY ENVIRONMENT
Hubbard P.O. Box 105, Northbrook, Illinois 60062.

Developed by Biological Science Curriculum Study funded by the Bureau of Education for the Handicapped (BEH). ME and MY ENVIRONMENT, a three year course for Jr. and Sr. High School students, employs inquiry strategies to guide students sequentially through an exploration of their environment and their interrelationship with it.

Rosenberg, Marshall B. Diagnostic Teaching, Special Education Publications, Seattle, Washington.

A book for teachers presenting an inventory and description of types of learning styles in students and suggestions for adjusting teaching methods to meet individual differences in learning.

Schaff, JoAnne The Language Arts Idea Book, Goodyear Publishing Co., Inc., Pacific Palisades, Calif., 1976.

A collection of over 300 ideas and activities to provide the teacher with experiences for children, which will arouse their interest, and create a stimulating environment for acquiring important language skills, knowledge attitudes and appreciation.

"Teacher Idea Exchange: A Potpourri of Helpful Hints." Teaching Exceptional Children, Volumes 1-7, Council of Exceptional Children, Publication No. 130, Reston, Virginia.

Over 100 teacher tested ideas on instructional materials and techniques presented in convenient card format.

Thornley, Margo L. Every Child Can Learn. . .Something. Special Education Publications, Seattle, Washington.

A book that guides the parent or teacher of a severely mentally retarded child to develop the fullest potential every child has for learning.

Weinberg, Richard A. and Wood, Frank H. Observations of Pupils and Teachers in Mainstream and Special Education Settings: Alternative Strategies, Council for Exceptional Children, Reston, Virginia, 1975.

Mainstreaming

Cleary, Margaret Please Know Me As I Am, Jerry Cleary Co., Sudsbury, Ma.

A guide to helping children understand the child with special needs. Classroom activities for elementary school children interacting with special children are suggested. The activities are mostly affective experiences, enabling regular children to emphathize with the special problems of other children.

Encyclopedia Britannica Educational Cooperation Like You, Like Me Series, Visual Education Center, Chicago, Illinois.

A series of ten animated films designed to help teachers facilitate the entry of exceptional children into nonrestrictive classroom environments. The films: initiates awareness of various exceptional conditions; presents factual information about exceptional conditions; dramatizes how young children adapt to exceptional conditions; encourages discussion of feeling and attitudes toward exceptional

individuals, shows that people have strengths and weaknesses and provides positive models for acceptance of exceptional children into the classroom.

1. Let's Talk It Over (Epilepsy)
2. Let Me Try (Retardation)
3. Let's Be Friends (Emotional Disturbance)
4. Doing Things Together (Prosthetic Hand)
5. Everyone Needs Some Help (Hearing and Speech Impairment)
6. Why Me? (Double Braces)
7. It's Up To Me (Asthma)
8. See What I Feel (Visual Impairment)
9. When I Grow Up (Career Aspirations)
10. I Can Do It (Orthopedic Condition)

Fairchild, Thomas, et al. Mainstreaming Series. Learning Concepts, Austin, Texas.

Consists of six paperbound books ranging in length from 120-136 pages. Each book in the series addresses itself to one area of exceptionality providing several topic areas from which to choose. Each book provides information designed to correct misconceptions and to improve understanding the exceptional child's uniqueness.

1. Managing the Hyperactive Child in the Classroom
2. Mainstreaming Exceptional Children
3. Behavior Disorders: Helping Children with Behavior Problems
4. Mainstreaming Children With Learning Disabilities
5. Mainstreaming The Mentally Retarded Child
6. Mainstreaming The Gifted

Monaco, Theresa M. "Mainstreaming Who?" Science and Children. 13:11; March 1976.

This article assesses the possibilities of using science as a vehicle for mainstreaming exceptional children into the regular curriculum.

Siegel, Ernest. Special Education in the Regular Classroom. The John Day Company, Binghamton, New York.

This book deals with children who have been classified as mentally retarded, brain injured or emotionally disturbed. Some general definitions of their disorders are given, hopefully enabling the regular teacher to recognize children with special problems.

Diagnostic

Deno, Stanley and Phyliss Merkin. Data Based Program Modification, Council of Exceptional Children, Publication No. 160, Reston, Virginia, 1977.

A system that provides a means of evaluating alternative solutions to learning problems by means of charting progress/performance. Goals for individualized education programs focus on behaviors that are necessary for functioning in the least restrictive environment.

Barbe, Walter B., Educator's Guide to Personalized Reading Instruction, Prentice-Hall, Englewood Cliffs, N.J., 1961, pp. 142-143, 152-153, 160-161, 168-169, 182-183, 192-193 and 204-205.

Barbe has fomulated a series of checklists which can be used in aiding observation of reading skills. These checklists begin at the reading readiness level and continue through the sixth-grade reading level. They cover such reading skills as sight word recognition, word analysis skills, comprehension, oral reading, silent reading, and rate of reading. They are extremely useful if you are going to use a individualized reading plan since they guide you in determining what reading skills should be stressed at each reading level.

Beery, Keith E. and Buktenica, Norman A. Developmental Test of Visual-Motor Integration, 1967, Follett Educational Corp., 1010 West Washington Blvd., Chicago, Ill., 60607.

The test involves copying increasingly difficult geometric forms and is particularly useful for assessment. Directions are clear for teacher administration but subjectivity can be a problem.

Directive Teaching Instructional Management System

Huelsman Clinic, DTIMS Project
371 Arps Hall
Faculty for Exceptional Children
Ohio State University
Columbus, Ohio 43210

The purpose of the DTIMS project is to facilitate the teachers role in providing individualized instruction in academic and social skills for learning disabled children.

The model contains three basic steps (1) assessment, (2) instruction and (3) evaluation. The following products assist the teachers in developing an individualized instruction system:

1. performance objectives in math, reading, and social skills.
2. criterion referenced assessment tasks for each objective keyed to commercial materials.
3. criterion referenced teaching strategies for each skill.
4. commercial references for teaching and practice activities coded to each skill.
5. management strategies to be used in conjunction with instruction.

Hively, Wells and Reynolds, Maynard. Domain Referenced Teaching in Special Education, Council of Exceptional Children, Publication No. 101, Reston, Virginia, 1975.

Implications of domain referenced testing (also known as criterion referenced and objective referenced testing) for Special Education. Helpful for teachers, administrators, curriculum supervisors in making assessment part of their program.

Kallstrom, Christine. Yellow Brick Road, Learning Concepts, Austin, Texas.

The Yellow Brick Road is a screening instrument designed to identify functional strengths and weaknesses in preschool children. It is designed to follow the Wizard of Oz theme. Each of the four batteries contain six sub-tests. The batteries are: motor; visual; auditory; and language. It can be administered individually or in groups. Aides, volunteers, and parents can assist the examiner with the administration.

The Chapel Hill Training - Outreach Project

Kaplan School Supply Corporation
600 Jonestown Road
Winston-Salem, North Carolina 27103

The purpose of the Chapel Hill Training - Outreach Project is to assist early childhood, pre-school, and headstart teachers in diagnosis and programming for young children.

The Chapel Hill Training - Outreach Project contains: The Learning Accomplishment Profile (L.A.P.), Manual for the L.A.P., A Planning Guide, The Pre-school Curriculum (44 weeks of daily plans), Learning Activities (295 activities), Working With Families, The Chapel Hill Model for Training Head Start Personnel in Mainstreaming Handicapped Children, A Model for Resource Services to the Young Handicapped Child in a Public School Setting, The Infant L.A.P., and "Here I am. . .Teach Me." There is also available a L.A.P. Diagnostic Profile Kit, Consumable materials, Technical Report and Filmstrips.

Leonetti, Robert and Muller, Douglas Primary Self-Concept Inventory, Learning Concepts, Austin, Texas.

"The Primary Self-Concept Inventory" is designed to identify children who have a low self-concept. Instruction can be given in English or Spanish. The instrument can be used as a pre- and post-test for program evaluation and as a screening instrument to identify children with potentially low self-concepts. The inventory yields a total self-concept score in three domains; social-self, personal-self, and intellectual-self.

Mann, Phillip and Suiter, Patricia. Diagnostic Screening and Inventories, Allyn and Bacon Inc., Rockleigh, N.J.

Six books designed to improve mainstreaming performance by providing techniques to help evaluate and record individual student progress. The books focus on the critical skills necessary for success in language and arithmetic and helps the teacher plan appropriate materials geared to the functioning levels of particular students.

1. Teachers Handbook of Diagnostic Inventories (Dup. Masters)
2. Teachers Handbook of Diagnostic Screening (Dup. Masters)
3. Handbook in Diagnostic Teaching
4. Children with Learning Behavior Problems
5. Education of Exceptional Learners, 2nd ed.
6. The Resource Teacher

Piers, Ellen V. and Harris, Dale B. The Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself) Grades 3-12, CSCS, 1969. Counselor Recordings and Tests, Box 6184, Acklen Station, Nashville, Tenn. 37212.

The test consists of 80 items, first-person, declarative statements -- "I am a sad person, I am a happy person." The child answers yes or no. Half the test is worded to indicate a positive view of self, half a negative view. Confusing terms are avoided. The test can be read to younger children.

Raven, J.C. Progressive Matrices. The Psychological Corporation, 304 East 45th Street, New York, N.Y. 10017

INSTRUCTION

THE SPECIAL EDUCATION TEACHER

I wonder just what would have happened
If there had been no view or mention
Of the concept of special education teacher
That's regular education's invention.

They grew from a very special void,
Meeting individual needs daily, they served,
The object was to assess and assist
Those children teachers and principals referred.

Special education teachers were expected to know
How to test, interpret, group and plan,
Review, reinforce, motivate and prescribe,
And do whatever one could demand.

"Find and solve the problems!" they were told.
Bombardment began all around.
From each classroom, closet, nook and cranny
Came children whose teachers had found.

Developmental lags and dyslexia
Emotional maladjustment for sure,
Environmental deficits, hyperactivity
Or anything for which there's no cure.

On they came with their processing problems.
"No home stimulation," one teacher cried:
"Environmental deprivation was a nicer term"
Said a teacher who "really had tried."

Special education teachers tackled the problems
Some doing the best that they could.
Others soon fell by the wayside
But undaunted the rest of them stood.

We can't solve all of the problems
But we'll do the very best that we can
We'll assist and support, accept and promote
Attitudinal changes in man.

We'll show how a little acceptance
Can motivate Johnny to learn.
We'll teach Mrs. Jones informal assessment
So that math Mary and Susie won't spurn.

We'll look at psychoeducational assessments
And take quite a global view
We'll become astute observers
And look for degree and frequency too.

We are important special educators
Without our expertise who'll pay the cost?
So with stamina, perserverance, trials and support
We will prove that "all is not lost."

Each area of the IEP has always been addressed by teachers heretofore; however, the goals and objectives were perhaps the only recorded elements of a plan. With the focus on IEP per se, it has become almost impossible to converge on those areas in which the teacher has the greatest impact--daily classroom programming. The numerous forms, writing, checking, monitoring, evaluation and administrative requirements have produced an apathy, disillusionment and a biased attitudinal set. It then becomes the responsibility of the teacher to plan a realistic design for meeting the needs of exceptional children.

One design for administering a program which maximizes the potential of every child is through individualization.

Individualizing the Program

In order to meet the varying needs of children within the least restrictive environment, educators have come to a consentual agreement. The varied and numerous arrangements made for classifying, typifying, and grouping for instruction have resulted in diverse as well as homogeneous arrangements (i.e., exceptional conditions, developmental levels, age, test scores, etc.). The cognizance of heterogeneity, uniqueness, learning differences, interests, life styles, varying modalities, needs and developmental levels have provided the integral elements for implementing an individual program. The commonality of each strategy is the freeing from group pacing, and competition; hence, the emphasis is on individual interest and need, attending to learning styles and modalities, and moving a learner toward his optimum potential through a personalized process.

A program can have numerous strategies for considering goals, interests, modalities, abilities, motivation, strengths, weaknesses and other pertinent assessment data. The implication of such a program is that teachers. pupils. administration. faculty. community and parents become a part of the learning structure. The teacher and resource persons simply coordinate and facilitate the process of programming: thus guiding instruction, diagnosing, evaluating, prescribing and consulting for each learner.

A student-centered philosophy focusing on the learning process produces inherent desires in educators to plan and execute meaningful, effective and systematic programs. When teachers are included in a plan for instituting change for children, when non-threatening approaches are detailed, and when the process of individualizing makes the job of facilitation an easier task, then, productive interaction of teacher and program become a meaningful alternative.

The journal, Contemporary Education, Vol. XLVI #4, published by the Indiana School of Education ventures further in establishing criteria for meeting individual differences--The Ten Commandments for Freedom in the Classroom:

1. Thou shalt be free to choose but remember to accept the consequences.

2. Thou shalt trust and have faith in all children.

3. Thou shalt not use the word FREEDOM in vain, for a child's future will not hold you guiltless.

4. Honor the child that his school days may be so joyous he will cherish the freedom to learn thou has given him.

5. Thou shalt create an atmosphere of openness and respect.

6. Thou shalt honor each child; remember that he is unique and special and thou shalt facilitate his opportunities to learn in his own way, at his own rate, using his own special interests.

7. Thou shalt make positive efforts to communicate effectively with each student every day.

8. Thou shalt not stifle, suffocate, or inhibit a child's creative or critical thinking process.

9. Thou art as free as thou like until thy freedom restricts someone else's freedom and/or hurts him.

10. Thou shalt respect each child.

Individualization of instruction, then, is a process of gearing the instructional program to meet the needs, interests, and abilities of individual pupils. The nature of the subject, needs of the pupil, and the purpose of the learning activity will determine the approach to be utilized.

The most important objective of individualization is to release the potential in the individual learner. Individualization might help expand this potential through a personalized educative process:

1. The emphasis is on the student, the teacher, and the interactive process.

2. The process of individualization occurs when a teacher recognizes and responds to the emotional reactions and the academic achievements (the learner is a whole person).

3. Individualization considers the uniqueness of perceptions, values, concepts, and needs of the individual student.

4. Learning opportunities are tailored to enhance individuality.

5. Awareness of individual demand and sensitivity to needs lend commitment and purpose to the process.

Children do not learn passively, at the same rate, at the same time, with the same modality, and at the same age. Each child is unique; thus, a personalized program should promote this uniqueness.

The State of Vermont has developed a student-centered philosophy of education which includes an integrated set of principles. The emphasis is based on the learning process as opposed to the teaching process:

1. Education should be based upon the individual's strong inherent desire to learn and make sense of his environment.

2. Educators should strive to maintain the individuality and originality of the learner.

3. Emphasis should be upon a child's own way of learning through the discovery and exploration of real experiences.

4. A child's perception of the learning process should be related to his own concept of reality.

5. A child should be allowed to work according to his own abilities.

6. Expectations of childrens' progress should be individualized.

Instruction

After assessing the needs, strengths, weaknesses, task requirements, etc., the teacher makes major decisions concerning what to teach in order that objectives may be implemented and how to teach the identified content. This sequence in the individualized educational program refers to "how do I get him/her there." A discrepancy exists between what is already known (before instruction) and what the student knows after instruction. This discrepancy can be identified as the instructional component.

Teachers must now ask themselves not only "How do I get him/her there" but what are the best stretagies to implement in "getting him/her there." Other concerns include:

1. Planning sequences to accomplish the behavioral objective.

2. Considering the conditions under which the learning will occur. This consideration will depend upon:

   - the needs/requirements/level of the student;
   - the environmental requirements (i.e., style, abilities, structure of the learning, etc.);
   - competencies of the teacher.

3. Designing the learning environment for optimal interaction.

4. Considering the materials that compliment the method and reinforce concepts and learning styles, abilities, etc.

5. Considering the motivators for interest.

6. Implementing the plan or design.

Additionally, the development of the instructional program should taken into account:

1. The significance of the student's individuality and his interactions with the environment.

2. The interrelatedness of the cognitive, affective, physical and psychodynamic developmental areas.

3. Individual planning, implementation and evaluation strategies.

4. Specific programmatic strategies to achieve success based on needs.

5. The establishment of criteria necessary for the development and implementation of that individual educational program allowing optimal achievement by the child.

How this will occur will depend upon the options a teacher chooses. Teaching strategies help dictate the implementation of objectives. Choices may include:

- Visual stimuli/cues presented to aid in task success

  - drawing while talking
  - depicting a model of subject
  - pantomiming tasks while talking
  - using pictures, objects
  - using other concrete materials (i.e., films, filmstrips, slides, video-tapes, etc.)

- Verbal cues/direction

  - specific verbal directions
  - specific suggestions
  - taped directions
  - verbal instruction

- Nonverbal cues

  - pantomiming directions or request
  - gestures reflecting intent
  - body posturing

- Manual direction

  - physical manipulation through task
  - physical assistance for approximation of task
  - partial guidance with verbal cues
  - repeating and practice

The listed designs may take the form of:

- direct instruction
- lectures
- supervised practice
- audio-visual aids
- questions/answers
- examples
- modeling
- molding
- explanations
- demonstrations

The effective use of the above is, of course, dependent upon "teacher skill." Effectiveness is, perhaps, correlated with the following:

- Deviation from the prescribed design providing a greater flexibility for teacher and child.

- Ample time spent in direct instruction.

- The effective use of praise and reward systems.

- The use of parents as teachers and helpers.

- The ability to elicit oral responses from students.

- The emphasis on not covering materials predetermined as requisite but, mastery of a skill.
- Time spent drilling and allowing students to practice the skill for mastery.

Several suppositions must be addressed in order to design those activities which address instructional strategies:

1. Performance Level Established

It can be frustrating to try to teach an instructional sequence if the learner doesn't have the developmental, behavioral or attention skills (prerequisites) to implement the desired task.

2. Ascertainment of Differences and Learning Styles

It should be known which instructional approach will compliment the cognitive, affective, or psychomotor style of the learner.

3. Maintenance of Catalyst for Learning

Some form of motivation should be considered in each instructional sequence. The promotion of a positive attitudinal stance toward the learning may be achieved through:

- subject selection
- environmental stimulation
- learner input (physical involvement)
- valuing exercises
- tangible rewards
- reinforcement techniques
- games, materials, problems, etc.
- feedback strategies
- intrinsic rewards

4. Sequence and Task Analyzation of Skills

Skills may be sequenced according to the developmental and acquisition level of students. The organization of skills using a hierarchial approach allows for the identification of the simplest skills needed to enter a task.

5. Demonstration of Skill Through Sensory Cue

This method allows the student to know the expected outcome of the learning and/or behaviors to be exhibited. Modeling, physical manipulation, providing a sample, etc., would allow the student to know what to do or how to perform.

6. Student Feedback

This process allows the student to actively participate in performing the desired behavior. This task allows attention to be focused (continually) on the task. It also allows the student constant feedback on his performance.

7. Teacher Attention to Performance

The awareness of child performance allows for corrective intervention in order to eliminate incorrect behaviors and promotes qualitative performances. The child is allowed to engage in the desired task with attention given at critical times.

8. Acquisition and Practice of New Behaviors

Reinforcement of new learning is attended.

9. Teacher Management Techniques

Guiding instruction depends upon the general management skills of the teacher. The ability to organize, plan and execute instruction is closely related to general efficiency of program development.

A list of key aspects for an effective instructional program has been given to aid teachers in Strategies for Teaching the Mentally Retarded (Payne, Palloway, et al., 1977). These include:

1. Flexibility - the ability to use a variety of approaches for meeting specific needs.

2. Variety - the ability to present instruction through a variety of methods with a maintenance of interest.

3. Motivation - the ability to provide children with a reason to learn with tangible and social reinforcement.

4. Structure - the ability to provide needed direction, organization, and teaching.

5. Success - the ability to provide opportunity for succeeding.

6. The Teacher - the ability to provide needed strategies and results.

Planning the Instructional Sequence

It cannot be said too frequently that the IEP process requires a qualitative teacher. Nothing "new" has developed or been proposed for teaching the acquisition of a skill or the movement of an individual from a level of dependence to a level of independence (something good teachers have always done).

The instructional sequence does not begin with direct instruction. The following guide may aid in the development of systematic sequencing of the instructional format:

- Review of annual goals;
- Review of specific objectives;
- Refinement by assessment strategies;
- Analyzation of results;
- Preparation of intervention plan;
- Preparation of instructional materials;
- Implementation of plan;
- Progress checks/assessments;
- Charting/profiling of progress;
- Review/adjustment of intervention plan;
- Evaluation of plan--coordination of cyclical process.

1. REVIEW OF GOALS	o Retain thrust of "why" o Mediate between what is and what should be o Reinforce general agreement
2. REVIEW OF SPECIFIC OBJECTIVES	o Visually profile components of objectives: - behavior - conditions - criteria o Review applicability

- Obtain more information about the strengths and weaknesses of student(s)

3. REFINEMENT OF ASSESSMENT STRATEGIES

- Pinpoint where student(s) may be developmentally for proposed planning

Decide:

- Motivator to be used
- Learning modality considerations
- Reinforcers to be used

4. ANALYZE RESULTS

- Review specific content, match according to results
- Review where student is, to pinpoint sequence of next step in process

5. PREPARATION OF PLAN

- Note teacher behavior
- Review previous skill (if any)
- Review of method to be used for instruction
  - demonstrating
  - direct instruction
  - supervised practice
  - explaining/examples
  - modeling
  - audio-visual aids
  - guiding responses
- Attention-getting devices, plans
- Followup/appropriate practice plans
- Prepare feedback plans

6. PREPARATION OF MATERIALS

- Decide level of skill
  - acquisition
  - proficiency
  - maintenance
- Decide efficacy of material
- Provide materials that compliment sensory input/output modality
- Decide Reinforcement Technique
  - learning stations
  - training packages
  - etc.

7. IMPLEMENTATION OF PLAN

Use:

- specific teacher behaviors
- specific teaching technique(s)
- positive motivators, reinforcers
- specific media and materials
- student verbal input
- student practice skills

- Supervise practice
- Provide corrective feedback

8. PROGRESS CHECKS/ ASSESSMENT

- Continue monitoring progress at specific skill level
- Decide followup format:
  - demonstration
  - modeling
  - mixed practice
  - drill

9. CHART/PROFILE PROGRESS

- Keep adequate records of progress
- Construct mechanism for child to realize progress

10. REVIEW/ADJUSTMENT OF PLAN	o Continue to review previous skills taught o Continue to assess skill development level o Note discrepancies o Change plan if needed
11. EVALUATION OF PLAN	o Provide visual evaluation techniques for determining skill acquisition o Review criteria of objective o Provide other appropriate follow-up practices
12. BEGIN THE CYCLE AGAIN	o Do all of the good things that worked

Methods of Instruction

It is impossible to be comprehensive in presenting methods of instruction in this handbook. The intent is to share specific areas to be included in the general IEP process. The implementation of the IEP can only occur when the entire process is understood. Any method of instruction utilized should be dependent upon:

- the gathered student information
- the kinds of goals and objectives to be implemented
- the student's learning needs
- the student's skill level
- the student's emotional state
- the student tasks involved
- physical characteristics
- the nature of an exceptionality
- the input mode for learning or cognitive style
- availability of materials needed or other resources

Many educators use three to four instruction modes for implementing objectives for skill acquisition. A possible mode of instruction would include presenting material through lecture, informal talks, use of films, recorders, slides, tapes. This may or may not be considered a method for individualizing instruction. It is, however, sometimes effective when students have similar needs. Within this same mode one could include:

- lectures
- movies
- slides
- student presentations
- tapes
- television
- poem, stories
- use of bulletin boards
- individual conferences
- short lecture (with explanations)

Another mode to be considered is the interaction method which reflects the student's involvement with others in the learning process.

Examples of this method include:

- small-group planning/discussion
- one-to-one groupings
- use of social/behavioral strategies
- competitions
- use of specialists
- role playing
- debates
- peer/cross-age tutoring
- group projects

An independent study method allows a student to work at his own pace and ability level. Examples of this method include:

- programmed instruction
- essays, reports
- independent reading
- learning center work
- audio-visual assisted instruction
- outlining
- logs, notebooks
- work experience

Some examples of specific Instructional Models are:

1. The Taba Tri Tram Model

Hilda Taba (Teacher's Handbook for Elementary Social Studies, 1967) has developed an instructional model which consists of three cognitive tasks or intellectual processes:

Level I. = Concept Formation which involves the organization of information by:

a. numbering and listing
b. identifying common properties, making abstractions
c. labeling, categorizing, determining hierarchical structures

Level II. = Interpretation of Data involves formulating generalizations or inductive reasoning by:

a. identifying, examining similarities of selected areas, concepts, topics
b. explaining identified information, cause and effect relationships, comparing, contrasting
c. making inferences, implications, extrapolations

Level III. = Application of Principles and Facts involves deductive reasoning processes by:

a. hypothesizing, predicting consequences
b. explaining, supporting hypotheses, predictions
c. verifying hypotheses, predictions

The model then would have the following schematic view:

Level III.	=	Application of Principles & Facts	A(P)(F)
Level II.	=	Interpretation of Data	(ID)
Level I.	=	Concept Formation	(CF)

This method helps the learner by having questions, problems, tasks, etc., geared toward terminal performances by forming concepts, interpreting and comparing data by inferences, explanations, etc., and the guiding of learners in the application of previous learning.

2. Robert Gagne's Cumulative Learning Model

Robert Gagne has developed a model based on the learning theories of others and has postulated a scientific approach beginning with simple reflexive responses to problem solving behavior. (See Learning and Behavioral Objectives).

Type VIII	Problem Solving	(Applying rules to solve problems)
Type VII	Rule Learning	(Forming principles, rules)
Type VI	Concept Formation	(Classifying, generalizing)
Type V	Discrimination Learning	(Recognizing differences, remembering names of objects)
Type IV	Verbal Association	(Chaining with processing)
Type III	Chaining	(Sequencing responses)
Type II	Stimulus-Response Learning	(Motor responses)
Type I	Signal Learning (Classical Conditioning)	(Reflexes, involuntary responses)

3. Bloom's Taxonomy of Educational Objectives

This model is developed as a system of organizing levels of understanding from the least to the most complex. This arrangement of intellectual (cognitive) behavior into a hierarachy of six categories begins with simple association and becomes progressively more complex; therefore, each level is dependent upon the preceding level.

Evaluation: make judgments, criteria, evaluate, detect fallacies

Synthesis: (originality, creativity), produce new evidence, communication

Analysis: identify related components, show relationships, distinguish fact from fiction, relevant/irrelevant

Application: apply understanding to solve problems in new situations without aid of directions or solution methods

Comprehension: transfer of information into meaning, interpret, paraphrase, imply, infer, extrapolate

Knowledge: statement of terms, facts, definitions, ways of doing things with no evidence of understanding

Some Additional Models and Methods

Bruner - Concept Attainment
Ausubel - Advanced Organizer
Piaget - Developmental

These and other models may be found in:

Joyce, Bruce and Marsha Weil, Models of Teaching, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1972.

Some Instructional Approaches

Inductive/Discovery Approach

This method has been used frequently by teachers who feel that learning begins with sensory stimulation which lead to perceptions of objects, events, etc. Separate sensory elements influence perceptions and yield concepts which are generalized and synthesized to form principles through a chaining of relationships. Environmental interaction, practice, etc., are important components of this system.

Requirements:

1. Direct, concrete experiences
2. Multi-sensory input
3. Active participation and involvement of the learner
4. Cognizance of perceptual limitations
5. Matching maturity and background with appropriate materials, experiences
6. Establishment of prerequisite skills

Components:

1. Terminal objective
2. Attributes/characteristics of concept to be taught
3. Vocabulary involved in concept
4. Examples/nonexamples of concept
5. Presentation of examples simultaneously or in close succession
6. Allow for generalization with additional examples for identification of examples or nonexamples
7. Verify the concept learning
8. Perform/identify learning of concept
9. Reinforce concept learning

An example of the Inductive/Discovery Approach may be found in:

Gilstrap, Robert Land, William R. Martin, Current Strategies for Teachers, Goodyear Publishers, Pacific Palisades, California, 1975.

Meyen, Edward L., Vergason, G. A., Whelan, R. J., Alternative for Teaching Exceptional Children, Love Publishers, Denver, Colorado, 1975.

Examples of Other Approaches

Precision Teaching

(Diagnostic Prescriptive Teaching) may be found in:

Journal of: Teaching Exceptional Children, Spring 1971
Council for Exceptional Children, Reston, Virginia.

Modularized Instruction

Individualized Instruction may be found in:

C. M. Charles, Individualizing Instruction, CV Mosby Co., St. Louis, 1976.

Use of Games

Simulation Instruction may be found in:

Maidment, Robert and Russell H. Bronstein, Simulation Games: Design and Implementation, Charles E. Merrill, Columbus, Ohio, 1973.

To summarize the instructional approach, the following concepts might be considered:

1. Decide the level of skill development-acquisition, proficiency, maintenance.

2. Decide the type of instruction model you wish to use (formal, if any).

3. Decide the kinds of methods you wish to employ:

   - demonstrate
   - explain
   - examples
   - use riddles/games
   - use audio-visual aids
   - use direct instruction
   - lecture
   - use questions/answers, etc.

4. Decide motivators and attention-getting tactics.

5. Include the child through active participation in the teaching-learning process.

6. Combine sensory strategies (i.e., tactile with visual, auditory with visual, etc.).

7. Present information in a logical sequential order. The organization can be important.

8. Demonstrate skills when it is necessary or use other cues/prompts.

9. Supervise the practice of a skill.

10. Provide immediate feedback to the child. Be certain it is done positively.

11. Reinforce the acquisition of skills through the use of:

    - parental support
    - positive reinforcers
    - learning stations/packages
    - self-correcting exercises
    - pertinent home assignments
    - independent assignments
    - peer tutoring
    - interesting individualized assignments
    - learning games
    - independent activities
    - field trips

12. Follow-up the acquisition of skills through:

    - mixed practice
    - one-page assignments
    - extending activities
    - additional demonstrations
    - drills
    - methods of practicing skill

13. Remember to use specific techniques at the acquisition, proficiency or maintenance levels.

Managing Assignments and Instruction

Managing classroom instruction and activities requires skill, patience and thorough knowledge of the needs of individual children. The recordkeeping required of the IEP process demands a discovery of simplified planning. A few

suggestions are offered to help the general planning of assignments and instruction.

Use of Folders

The invention of the folder (any kind) was a blessing to teachers. These simple objects can perform many space-saving/time-saving "miracles." Here are some suggestions:

1. Place captions on outside cover of folder and make learning activity pockets (numbered and sequenced).

2. Set up learning stations with large (commercial) pockets which can hold from three to four folders. Number the folders (in sequential order) for specific assignments.

3. Make individual folders (with child's name) for daily work assignments. Individual assignments can be placed in folder and child knows to remove assigned paper without help from teacher (time saver).

4. Separate multi-level assignments in specific skill areas by placing sets in individual folders.

5. Make an IEP folder which holds and/or records progress sheets.

6. Use folders to hold puzzles. Have specific markings or instructions on front.

7. Place dittoed assignments along with a tape for a daily lesson (one in which the teacher can't be physically present).

8. Use folder for special assignments. Child does individual project when assigned.

9. Devise "Substitute Folder" system. Place assignments in folder that the child can use when teacher is out of building.

10. Devise "Tutoring Folder" which can be used to help develop skills. This gives specific instructions and suggested activities for the volunteer or "cross-age" tutor.

11. Use folders to hold word cards, math cards, counters or practice materials that are used daily.

12. Hang folders in accessible places for sheets (reinforcement) or activities which can be done independently.

13. "Parent Helper Folders" can be used as an "envelope" between parents and teachers. The skill to be reinforced at home is placed in folder and "sent" between home and school.

Use of Learning Centers

These centers help supplement the daily instructional program. Many books are available for setting up centers. Here are a few techniques to add to the "Save the Teacher Club":

1. Don't change the complete station at a center. Set it up so that titles, captions, etc., are general enough to be left up for several assignments (e.g., Word Fun, Dictionaryitis, Workshop Magic, etc.). Animal pictures, children, etc., can "hold" folders or assignments to be done by the child.

2. Set up stations that reflect thorough planning. If a child can do the assignment(s) in five minutes, it's probably not worth the hours of setting it up.

3. Set up stations that are multi-level, multi-sensory and simple to change. Not only should "paper assignments" be used, but also manipulative devices.

4. Set up some stations that promote independence. Allow children to help themselves (i.e., turning filmstrip, using language master, etc.).

5. Set up some "reward" stations. A prize can be given for engaging in individualized activities that the child needs.

6. Integrate the use of stations within the general instructional program. Systematic planning can help (children #'s 1 and 2 at 9:45; Group 3 at 1:30 at the Language Center, etc.).

Use of Home Study Sheets

These sheets allow the teacher to do preplanning when groups or specific children are involved.

Use of Chalkboard Plan

This plan is a visual device to help structure the day. These general areas can be specialized, but the parameters are set for teacher and child structure.

Room Organization

Many books and suggestions are available for structuring the physical environment. Some tips are:

1. Provide an instructional area near a chalkboard, racks, etc.

2. Provide a quiet area where a child can be alone (with and without choice).

3. Provide a space for recording of IEP materials which reflect:

   - profiles
   - checklists
   - charts
   - goals/objectives
   - etc.

4. Provide an individualized conference area. This is a spot that is "special." The teacher devotes a set limit of time with each student at that particular area. He/she "belongs" to that student and should not be disturbed for a certain length of time (5-7 minutes).

5. Place chairs, tables, mats in such a way that the arrangements are conducive to small group teaching if necessary. This helps to control movement by large groups.

Suggestions for Teaching: Modifications and Adaptations

Behavioral Disorders

Assumption: This label should not connote retardation.

Implementation:

1. Remove extraneous materials or distractions.

2. Minimize failure through reinforcement.

3. Provide a "buddy" for the shy student.

4. Respect and support the child.

5. Allow the student to understand the correlation of behavior and its consequences.

6. Provide many opportunities for success.

7. Minimize frustration by having periods of learning based on attention span and skill level.

8. Provide for the student to have the medical counseling services he/she needs.

9. Provide systematic schedules for the child rather than changes that promote confusion.

10. Use learning strategies that are appropriate for the skill level of the child and promote success.

11. Provide adequate reinforcers that promote conformity.

12. Be consistent in your management of the child's behavior.

13. Observe the behavior during periods of stress and note the preceding and provoking behavior.

14. Progressively increase the group size for aggressive children as they develop the ability to handle the skill or social area.

15. Use appropriate cues to accompany assignments.

16. Limit amount of external noise; allow student(s) to work in quiet areas or use headphones if necessary and limit the amount of visual distraction.

17. Use programmed materials.

18. Task-analyze skills.

19. Maintain a climate of support and positively reinforce attempts at successful completion of tasks.

20. If using manual communication techniques, pair the gestures with simple concrete words.

21. Don't demand more of the child when he is attempting his best; reinforce, praise, etc.

22. Always capitalize on the child's strength.

23. Utilize manipulative devices (initially) to provide a basis for speech.

24. Become aware of the type of disability (if possible) the student possesses.

25. Become aware of the behaviors that interfere with learning.

26. Find the best modality for teaching the child and supplement the regular materials.

Communication Disabilities

Assumptions: Oral expressions are able to affect performance. Rejection is felt quickly.

Implementation:

1. Attention must be given to student's self concept.

2. Provide an atmosphere wherein the student will be comfortable.

3. Allow the student to listen and imitate a good model or provide a compensatory speech pattern.

4. Allow for success in another discipline to compensate for problems in speech.

5. Devote attention to the child when he/she is speaking.

6. Use a one-to-one setting as much as possible.

7. Reduce extraneous pressures on student(s).

8. Don't call attention to the student's problems or ridicule him/her.

9. Work with therapist and reinforce activities, skills, concepts suggested and used by therapist.

10. Reinforce receptive language with expectation for the expressive.

11. Provide visual, tactile and other experiences that don't always require the use of verbal interaction (multi-sensory approaches).

12. Work with parents to reinforce activities at home and at school.

13. Allow the child to have a partner to help reinforce patterns learned in therapy.

Gifted

Assumption: Acceptance and valuing of the uniqueness of perceptions, achievement capacity and intellectual curiosity aid in the development of independence.

Implementation:

1. Identify by multiple means:

   - o assessment of intelligence
   - o achievement
   - o creativity/divergent thinking
   - o anecdotal records
   - o biographical data
   - o checklists, behavioral scales
   - o superior ability in one or more academic content areas

2. Reward varied talents.

3. Help students recognize value of talents.

4. Develop creative acceptance of student's limitations.

5. Develop pride in achievement.

6. Reduce isolation of the gifted.

7. Exploit opportunities of the moment.

8. Allow chances to use what is learned with student's best abilities and "his/her" way.

9. Develop intellectual curiosity by promoting purposes for learning.

10. Build imagery bank, investigate and explore varied means of materials presentation.

11. Develop key phrases for evaluation. (When are "we" on the right track (not you)).

12. Allow time for observation and examination of the unusual.

13. Allow for questioning, intellectual curiosity, inquisitiveness and exploration.

14. Allow for creating, brainstorming and "free-wheeling."

15. Provide emotional support and empathy for ego-involvement.

16. Allow for diversity of interests and abilities. Hobbies and proficiency in art forms are sought.

17. Provide individualized work, freedom of movement and action; there is a need for invention.

18. Provide for early mastery of basic skills. Allow for the building of basic competencies in major interest areas.

19. Aid in the development of social relationships.

20. Allow for alternatives in presenting assignments. There is a willingness for complexity.

21. Present material that promotes abstraction, conceptualization, synthesis, evaluation and analysis rather than memorization, recall and translation.

22. Provide problem-solving situations that allow for reasoning, logic, implications and consequences. (Concentrate more on the why, rather than merely on the what.)

Hearing Impaired

Assumptions: The degree of hearing loss will influence the program changes. Student may be distracted easily by extraneous noises. May appear frustrated.

Implementation:

1. Face the class or student when speaking.

2. Aid your speech through body language (i.e., gestures pointing, illustrations, etc.).

3. Speak clearly and slowly (avoid exaggerated lip movements).

4. Use visual aids that will assist in presenting ideas, concepts, etc.

5. Limit amount of external noise; allow student(s) to work in quiet areas or use headphones if necessary.

6. Pair the student with a normal hearing student.

7. Allow for a minimum of distractions.

8. Provide visual cues for directions (i.e., on, off, left, etc.).

9. Use simple sentences and pictures/aids (to facilitate language) and constant explanations.

10. Use repetition and time to allow for visual and/or tactile processing of a concept.

11. Encourage the expression of language in some form.

12. Be consistent in presentation of concepts (e.g., consistent use of cat instead of kit, kitty, kitten, etc.).

Mentally Retarded

Assumptions: There is a need for concrete experience rather than abstractions. Repetitions are necessary.

Implementation:

1. Use programmed materials.

2. Task-analyze all skills.

3. Commercial materials should be modified.

4. School day and programs should be systematized (repetition).

5. Use audio-visual aids.

6. Give reinforcement and reassurances often.

7. Maintain a climate of support and positively reinforce attempts at successful completion of tasks.

8. Allow additional time for the student to complete work.

9. Use materials and/or books which are specifically designed for slow learners.

10. Adapt environment so each child can be included.

11. Continually communicate your pleasure with and praise for the child.

12. Use concrete examples and modeling of the expected before making demands.

13. Explain things as they happen to allow for processing of the abstract with the concrete.

14. Encourage independence.

Physically Handicapped

Assumptions: Adaptations to classrooms are needed to deal with physical limitations. The pervasiveness of different conditions may affect each child in a different way.

Implementation:

1. Make environmental changes that are advantageous to the student for accessibility.

2. If limited use of the limbs exists, pair the student with a peer.

3. Get as much information as possible on the physical disability.

4. Use media and material adaptations (e.g., typewriter, recorders, etc.).

5. Place materials at heights that are advantageous to the student.

6. Modify the equipment to accommodate the student needs (despite the exceptionality).

7. Provide an adequate time period to get to/from class, take care of needs and get assignments completed.

8. Use audio-visual aids to compensate for the exceptionality.

9. Allow associative activities by modifying the situation to accommodate the exceptionality.

10. Provide time to compensate for physical restraints, thus promoting independence.

11. Bring situations, groups, activities, etc., to the child if he is physically unable to come to the situation.

12. Use the vocational education department to modify equipment needed.

13. Help students set realistic goals.

14. Use the vocational counselors.

15. Allow peers to become sensitized to the exceptional.

16. Move from simple skills to more complex ones.

17. Use students' ideas to increase program participation.

18. Reward class participation.

19. Limit written materials if necessary.

20. Pair the student with a non-exceptional student to provide support.

21. Adapt the environment as much as possible to accommodate the exceptional.

22. Help the child to verbalize his needs and to help care for her/himself.

23. Use the time of remission of the impairment to capitalize on important teaching activities.

24. Help build the self-concept of the health impaired child.

25. Remove the pressure of demands upon students that he/she is unable to attain; praise the level of attainment.

Specific Learning Disabilities

Assumption: Many behaviors interfere with learning.

Implementation:

1. Become aware of the type of disability (if possible) the student possesses.

2. Become aware of the behaviors that interfere with learning.

3. Find the best modality and supplement regular materials.

4. Reinforce behaviors that are conducive to learning (find out reinforcement needed).

5. Use high interest materials.

6. Use visual cues to accompany assignments that may be oral.

7. Use strategies from the concrete to the abstract.

8. Use words within the child's vocabulary level rather than arbitrary word lists.

9. If using manual communication techniques, pair the gestures with simple concrete words.

10. Allow the child time to point to the objects or things that can be shown if he is unable to verbalize his intent.

11. Record any progress (or lack of it).

12. Don't demand more of the child when he is attempting his best, reinforce, praise, etc.

13. Always capitalize on the child's strength.

14. Utilize manipulative devices (initially) to provide a basis for speech.

15. Use yes and no questions to extract language.

16. Play records or read stories for sound differentiation (raising of hand, patting feet, etc.).

17. Begin with one step directions and lengthen the requirements.

18. Play sequence games to enhance receptive language.

19. Play description games (one child describes object, other child chooses).

20. Strengthen memory by saying lists of numbers or alphabets, and having them repeated.

21. Have children act out parts of stories.

22. Promote singing games and/or records that require following directions.

23. Role play situations for older students which help them become functional (i.e., interviewer, employer, etc.).

24. Use "show and tell" activities.

25. Have children create their own stories and poems.

Visual Impairment

Assumption: Special and or supplemental materials will be needed to compensate for visual problems.

Implementation:

1. A typewriter and tape recorder are necessities.

2. Use mobility training to insure independence.

3. Use very large (primary) type for materials to be read.

4. Use the auditory and tactile channels for learning and/or assignments.

5. Use the overhead projector regularly (to enlarge type, pictures).

6. Read aloud to the student or provide a "buddy" to avoid aid in reading.

7. Have student close the eyes and listen when annoyed or distracted by extraneous visual stimuli.

8. Use magnifiers.

9. Use talking books and magnifiers.

10. Use auditory signals as much as possible.

11. Teach class to aid student by identifying themselves and objects.

12. Allow the child to do many things for her/himself.

13. Arrange the environment in order to encourage movement and familiarity.

14. Always try to respond (in some way) to requests.

15. Explain the environment in which the student is moved, then drill in responding through movement to voice commands.

16. Read aloud to the child, have questions answered, sections retold.

17. Use the language master machine for spelling, math, giving directions, etc.

18. Play "texture" and "what's in the bag" games to strengthen tactual awareness.

19. Have descriptions and interpretations of auditory or tactile stimuli.

20. Use a phonic approach to spelling and other reading activities.

21. Build concept by analogous relationship items.

22. Use puzzles that are large for finger tracing.

23. Use objects for sorting to teach "same and different" concepts.

24. Encourage the verbalization of ideas.

25. Teach word association cues in order to strengthen memory.

26. Use kinesthetic teaching aids such as tactiform pictures, symbols, letters, raised maps and globes.

27. Use kinesthetic approaches when they lend themselves to the acquisition of a skill such as charades, pantomiming, etc.

28. Use choral reading as an activity to encourage class inclusion.

For All Children

Assumption: There are general characteristics inherent in all learning.

Implementation:

1. Help children by providing a good model of skill to be taught.

2. Help adapt the environment to the activity in order that a variety of children with specific exceptionalities can be included.

3. Encourage the children to do as much for themselves as they can.

4. Work with parents to reinforce both home and school activities.

5. Remember to praise and build the self-concept of each child.

6. Use a variety of approaches to teach a specific skill.

7. Coordinate teacher efforts with the efforts of the auxiliary staff persons.

8. Allow introductions of skills on a concrete level to insure that the children will understand what and how the learning will take place.

9. Don't allow the exceptionality of the child to bring out the "good humor man syndrome" (keeping the child happy at expense of real needs).

10. Use concrete, multi-sensory, multi-cultural experiences to keep interest present.

11. Set standards for the exceptional child just as you would for a non-exceptional child.

12. Use community experiences (field trips) to enrich your program.

13. Don't be afraid to try new or different techniques if something is not working.

14. Integrate motoric activities within other approaches.

15. Use music to supplement activities.

16. Provide multi-sensory/multi-cultural material input.

17. Provide for evaluation and feedback before a program fails.

18. Involve parents in the day-to-day activities of the child's program.

19. Teach pupils to follow directions (incorporate good listening skills).

20. Take cues from the child's needs rather than general curriculum dictation.

21. Provide a humanistic milieu for the child and promote a climate of support.

22. Always consider the state of readiness for an activity.

23. Consider the type of disability rather than just the area of disability.

Tips for Teaching

Visual Learners (Auditory Problems)

1. Write directions as a reminder.

2. Model the skill to be taught.

3. Show movies, slides, filmstrips, or use pictures for conceptual development.

4. Allow student to use visual approaches to reading (i.e., whole word, configurations). The visual learner using a phonetic approach. Other intensive methods will have to be used to use sound/symbol association.

5. Use "families of words" to help in discrimination of short and/or long vowel sounds.

6. Don't expect great success in tasks that require memorization such as poems, numbers, addresses.

7. This kind of learner will show serious spelling problems. References will have to be individually planned as aids.

8. Try allowing the child to read more silently than orally.

9. Drill the student using sequential tasks (e.g., A-B-C-D, repeat).

10. Use rebus stories as an aid.

11. Use charts, maps, experience stories to help with encoding.

12. Use dictation exercises often.

13. Give oral directions for a visual stimulus (e.g., find the word _____).

14. Try to show differences in ideas as a teaching point (e.g., tricycle, automobile).

15. Reinforce time concepts (e.g., tomorrow, today).

16. Teach association skill intensely (e.g., opposites).

17. Use stories "in the round" for sequencing.

18. Use analogous relationship pictures and proceed to words.

19. Use "imitation" games.

20. Try talking to child in a stationary position rather than while moving.

21. Try to screen out excess noise while the child is working.

Auditory Learners (Visual Problems)

1. Give ample time for visual assignments.

2. Give auditory clues along with visual presentations.

3. Positively reinforce for modification techniques involving attention span and/or hyreractivity.

4. Make/use markers and liners as guides on papers and/or reading materials.

5. Give exercises differentiating figure-ground.

6. Reinforce discrimination (visual) in lessons.

7. Avoid extraneous visual stimuli.

8. Sometimes test using auditory responses.

9. Use puzzles beginning with a few pieces and proceed using more.

10. Allow tracing objects/letters, writing in sand, and other tactile methods to reinforce the visual learning.

11. Encourage the use of the phonetic approach to reading.

12. When giving written assignments be certain to space well and keep the paper simple and uncrowded.

13. Give visual tracking exercises.

14. Allow the child to tell stories and have them copied as he/she talks (e.g., experience stories, others).

15. Encourage cutting of pictures and make words to match pictures.

16. Use colored chalk to separate chalkboard assignments.

17. Allow the child to be seated near the chalkboard for copying.

18. Use the tape recorder and a "buddy" to interpret/aid assignments.

19. Use records for stories with a follow-up assignment.

20. Use movement activities to enhance teaching.

21. Promote the observance of simple environmental stimuli.

22. Reinforce concepts of shape, size.

23. Model visually while giving auditory directions.

24. Have the child write or draw pictures from dictation or description.

25. Try to engage child in visual games (e.g., Follow the Leader, Do What I Do, etc.).

26. Encourage picture interpretation.

27. Play games such as "Show and Hide," have child tell two things he saw in picture.

28. Present auditory stimulus and simultaneously present visual stimulus.

29. Use a "window" to block other words while reading or use book marker.

30. Don't overcrowd words, pictures on papers or boards.

31. Experiment with visual tracking exercises.

32. Reinforce a phonetic approach to reading.

33. Color cue papers to aid discrimination.

34. Use dictation of single letters or underlined words within words to aid discrimination.

35. Give tests orally.

36. Continue training in perceptual forms.

General Tips for Instruction

1. Remember to present concrete experiences rather than abstractions in the teaching of a skill.

2. Retention of concepts can be enhanced by verbal associations and labeling.

3. Overlearning and repetition of a skill can help the retarded acquire, master, and retain a skill.

4. Drawing a child's attention to specific relevancies or attending to specific features of a stimulus can be used.

5. Instruction should be presented without extraneous stimuli that promote distractibility (use cubicles, overhead projectors, etc.).

6. Presenting material from the easy to the difficult enhances transfer of learning.

7. Sequencing of facts and concepts helps children retain the learning.

8. Modeling as a teaching technique can promote desirable behaviors and skill acquisition.

9. A variety of methods for presenting materials (as well as reinforcing a skill) should be used.

10. Try to include the exceptional child in activities enjoyed by other class members.

11. Using multi-sensory approaches may aid in the acquisition of a skill.

12. Coordinate and reinforce the skills of the classroom program and the resource program.

13. Using simple explanations (sentences) can help to clarify concepts if a concrete example is not available.

14. Using whatever strengths a child possesses can aid in the exploration of additional strengths.

15. Using peers to help reinforce skills will be a help to the exceptional child and the peer.

General Instructional Practices

To Employ

1. Keep assignments, lessons, instruction meaningful.
2. Always begin with what the student knows when planning instructional activities.
3. Continually evaluate your instruction.
4. Individualize the pacing of instruction.
5. Always praise and encourage.
6. Provide immediate feedback and return assignments.
7. Allow students to help in planning activities and share in the instructional format.
8. Supplement your instructional activiites with outside resources (i.e., speakers, trips, agencies).
9. Use many supplemental aids, ideas to develop a skill (not just paper work).
10. Always respond to students in a positive manner when they have addressed a part of the instructional program. Seek their participation.
11. Stop using any technique (given sufficient time) if it is not successful.
12. Watch for signs of boredom.
13. Demonstrate concepts to be learned.
14. Establish (with students) purposes of instruction or activities.
15. Give simple concise directions that are understood (give gestures or signs if necessary).
16. Teach for success, lower pre-requisite skills if necessary.
17. Organize and systematically reach for transfer of learning.
18. Provide short practice periods.

19. Encourage, accept, and value all contributions.

20. Provide many opportunities for acquiring a skill.

21. Consider the type of disability when selecting instructional plans (sensation, imagery, etc.).

22. Teach to the level of interest and organize for active participation.

23. Make instruction and assignments fun for the child. If a child enjoys what he is learning, interest will increase.

24. Show patience but be forceful in encouraging success.

25. Emphasize both the verbal and non-verbal teaching strategies.

26. Allow for group activities if this reinforces skill to be taught.

27. Organize and supervise each lesson period. Demand good discipline. Be firm and fair.

28. Include the exceptional in activities by modifying or adapting the program.

29. Involve motor activities whenever possible.

30. Use a variety of techniques such as role play to help students.

31. Use clarification techniques for any new words, concepts, etc.

32. Use repetition and practice in teaching skills.

33. Use multi-sensory materials and techniques where applicable (always teach through the best sensory mode).

34. Use a variety of presentation modes to present materials.

35. Capitalize on student ideas.

<u>To Avoid</u>

1. Never assume anger is directed at the teacher. Personal irritation increases problems.

2. Do not model behavior you don't wish the student to exhibit.

3. Don't be rude, sarcastic, unfriendly, disrespectful.

4. Don't show distrust.

5. Don't reprimand students in the presence of others.

6. Don't show irritation or tension when students don't respond to teaching or assignments. Check the appropriateness of the learning.

7. Don't impose personal values or standards on students; try to understand and aid positively in whatever context the student is presented.

8. Don't follow disorderly patterns. Allow students time to adjust to abrupt changes.

9. Don't choose only one measure of assessing and evaluating students.

10. When students make mistakes, don't be condescending; admit your errors.

11. Don't use inflammatory words which reflect hostility.

12. Don't be disappointed when behaviors regress, consistency doesn't always prevail.

13. Don't have low expectancies for your students.

14. Don't be narrow minded but open and accepting.

15. Don't be overly familiar so that you lose control.

16. Don't be afraid to praise students rather than showing hostility or being overly critical.

17. Don't compare students with one another.

18. Don't be afraid to try new approaches to problems.

19. Don't make idle threats to students.

20. Don't make general corrections of students' mistakes in front of others.

21. Don't be afraid of "contrived protective devices" students use to "save face."

22. Don't give students "busy" work. All tasks should have an objective.

23. Don't be too alarmed at conduct irregularities. Get to know student.

24. Don't try to do all of the teaching yourself, utilize peers for many tasks.

25. Don't be afraid to be flexible.

26. Don't be afraid to help students set realistic goals (some students have unrealistic occupational ideas).

27. Don't be afraid to publicly acknowledge students contributions or emphasize the positive.

Other Considerations for Programming

1. Identify goals and objectives for appropriate instruction:

   - task analysis
   - instructional objectives
   - appropriate aims

2. Provide multi-sensory, multi-disciplinary materials input. Children have varied learning modalities. They enjoy the element of change. Interest of the activity acts as a disciplinary function.

3. Look for differences. Hyperactivity is not the same as curiosity and distractability. Diagnostic abilities can be an invaluable tool for promoting growth and for programming.

4. Incorporate motoric activities within lessons. Body movements can be included in many lesson plans.

5. Modify your program. Use many approaches to find levels, interest and success to prevent pupil and teacher frustrations. If something doesn't work, don't be afraid to change. Maximize success.

6. Provide for evaluation and feedback. Use many sources of evaluation. Feedback can be a reinforcing invaluable tool for success.

7. Change the pace of your activities. Question yourself about what you are doing, when and how you are doing it. Is there interest and involvement?

8. Involve parents in follow-up and homework activities. Parents can help to reinforce what you've taught.

9. Teach pupils to follow directions. Simple, clear instructions produce the best results. Are you asking for one thing and expecting another? Or, are you asking for too many things at one time?

10. Provide routine in going from one activity to another. Children need to establish patterns from daily expectancies. Lack of preciseness might lead to wasted time, chaotic transition periods.

11. Personalize things (desks, chairs, papers, cubbyholes) (for young children). It is "our" program. Children need to feel a part of it to insure a measure of success.

12. Take your cues from the child's needs. Try to remember, "whose needs are being met?"

13. Use music during the course of the day or as a transition mechanism. Music sometimes acts as an indefinable mechanism which produces positive results.

14. Study levels and plan accordingly. Think of the energy, motivational levels and differences of children during your planning sessions. Consider the child's tolerance level or "saturation point."

15. Use task analysis. This helps insure success.

16. Use grouping patterns. Let "slower" children work in pairs or teams with "faster" children (read, study, discuss, playing games, etc.).

17. Use games. Teach skills through the use of games. This provides challenge.

18. Use a child's strengths. This assures him/her a sense of success. He can do some things well.

19. Don't overtest (formally). Teaching to a child's strengths sometimes builds the needed confidence for success.

20. Provide a humanistic milieu. Acceptance and valuing children promote a supportive climate for learning.

21. Emphasize both verbal and non-verbal learning. Teaching to deficits alone is a limited technique.

22. Consider the type of disability. Teaching to the type of disability is more productive (sensation, perception, conceptualization, imagery, symbolization, etc.).

23. Consider the state of readiness. Before programming, view each child's readiness level.

Individualizing Tips

1. Collect magazine for many curricular area assignments.

2. Plan work by making work folders for children.

3. Collect scope and sequence charts, math or reading skills charts; cut and paste relevant sections for sequential developmental steps.

4. Plan some work according to the amount of time spent with individual children. Self-directed children can be given three-day assignments; others one-day assignments.

5. When visiting the bookroom, select several books from different series rather than a book for each child from the same series.

6. Prepare file cards of the following:

   - physical education motor activities
   - pictures
   - arithmetic problems
   - reading assignments in specific skill areas in sequential order
   - dictionary skills
   - writing skills
   - book sharing ideas
   - thinking activities
   - creative drawing ideas
   - recipes for cooking
   - language tasks
   - art activities
   - collection ideas
   - newspaper ideas

7. Provide a time during the week for special interest time.

8. Color code cards so that children can identify the level of difficulty.

9. Provide partners for children to answer questions, read directions, tutor, listen and direct.

10. Have children dictate and write stories for reading instead of attempting to always use traditional texts.

11. Allow the child to use his own (known) words to create his sight vocabulary in reading.

12. Teach children to create daily records (diaries) in order to spark interest in writing. They can write about what they do, books they like, etc.

13. Allow children to write their own poems in addition to learning poems written by others.

14. Allow children to write notes, cards and letters to family, friends and classmates.

15. Allow children to share products, books, etc., from home to stimulate language.

16. Devise a schedule whereby each child has a private time with the teacher. No one can interrupt during the private time.

17. Schedule arithmetic problems around those devised by the children or practical ideas that will aid the children in solving everyday problems.

18. Provide activities that are high in personal interest.

19. Involve the child in program planning.

20. Prepare learning stations or learning folders with multi-level assignments in order that several children can use a variation of the same material.

21. Prepare "Reward Stations" that have "prizes" for completion.

22. Use the following techniques for getting shy children to talk:

    - responding to tapes (record responses)
    - reverse interviewing
    - explaining answers/assignments to the teacher or partner
    - repeating messages from parents
    - acting as class messenger
    - "talking" schedules
    - sharing personal objects
    - findings areas of interest and report orally

23. Buy blank filmstrip and have children make their own.

24. Buy blank slide material, have children share assignments by showing their own slides.

25. Allow children to help prepare their own schedules of work and the time in which to complete the work.

REEVALUATION

Laws are unable to mandate qualitative individualized educational programs. Teachers are realizing that the efforts they expend daily will have more meaning when they have some mechanism through which they can document a child's progress (or lack of it), assess their interactive styles, evaluate instructional techniques, and assess the general impact and effectiveness of the goals and objectives.

The acknowledgement of a need for an evaluative mechanism as a helpful resource might aid in bringing about qualitative programming for exceptional children rather than present a conception of a negative accountability device for documenting student attainment levels.

Reevaluation can be defined as a process for determining if goals, and objectives have been met. It is a mechanism for identifying the effectiveness of the prescribed goals, objectives and instruction. It enables the teacher to find the discrepancies between projected expectancies and actual results. It allows for appraisal and significant study of:

- the appropriateness of the placement;
- the appropriateness of the goals and objectives;
- the attainment or non-attainment of goals and objectives;
- evidences for changes in programmatic procedures;
- the extent to which techniques matched:
  - needs
  - styles
  - levels
  - interests
  - skills
- the kinds of services received (if any) and the appropriateness of such services;
- the need for altering any educational tasks/ procedures;
- the priority development of skills as assessed by needs;
- concise information relevant to additional planning;
- the conditions which produced the positive or negative influential factors;
- the problem areas that must be attended;
- programmatic strengths and weaknesses.

Teachers will indeed wish to know what works and what does not work in order to revise, review and reprogram. A

summarization of the "whys" of evaluation would include the following questions:

1. Was a problem properly identified?
2. Was a proper placement made?
3. Were goals and objectives adequately chosen and written?
4. Were management and instructional techniques adequate?
5. Were goals and objectives achieved?
6. Are there measures for the growth rate?
7. Was information gathered in a number of ways?
8. Were formal and informal evaluation techniques used?
9. Were objectives continually modified?
10. Were objectives in the affective domain considered?
11. Were the objectives chosen from the sequenced group those objectives that were prioritized as the most important?
12. Were the evaluation strategies designed to test objective achievement or reading ability.
13. Were recording devices adequate for charting progress?
14. Were prerequisite skills identified and implemented?
15. Were the steps small enough to achieve the objective?
16. Were the appropriate materials applied to instructional provisions?
17. Were the special services implemented in time to be useful?
18. Were there reasonable instructional strategies to implement objectives?
19. How could the strategies be changed?
20. What other gains occurred in areas which were not included in the specified objectives?
21. Was the IEP followed by the teacher(s)?

22. What revisions are necessary to provide adequate achievement of goals and objectives?

The reevaluation can be considered twofold. Formative or process evaluation, that which continues throughout the year, assesses the efficacy of the program as designed for specific children. Summative or product evaluation can be considered the annual review of the entire program process. The effectiveness of the IEP must be considered on both levels. The daily monitoring of the IEP can be characterized as process evaluation. Methods by which this may be done include:

- precision teaching
- charts
- anecdotal records
- teacher-made tests
- other criterion-referenced tests
- continuous review
- progress charts and graphs (visual)
- input from teachers (subjective views)
- reevaluation of student progress in terms of prescribed goals and objectives
- complement of materials and other resources for achieving goals and objectives
- profile sheets with color codes
- coded sheets
- objective sheets with checks
- listing of goals, objectives and a checklist
- methods

These suggestions may aid in achievement of a systematic plan for continuous evaluation of the IEP process.

1. Schema for Reevaluation

Individualized Educational Program

Assessment/Evaluation	(Identification of needs components for change)
Annual Goal	(Product of expected attainment)
Short-term Objectives	(Steps to attaining projected goal evaluation criteria)
Instruction	(Identification, implementation of systematic strategies for achievement)
Reevaluation	(Test (formal, informal measures) of behaviors, identification of discrepancies, gaps between "what is" and "what should be")

(Feedback for redirection) → Revision of Planning → Mastery of Goal → (Goal attainment)

Figure 3.

This plan can be used as a model for continuous review of the effectiveness of the program assigned for moving a child to levels of independence.

2. Schema for Reevaluation

Step 1

Decide needed information

Step 2

Informal strategies	Criterion referenced measures	Decide technique for acquiring information	Norm-referenced measures	Formal Strategies

Step 3

Collect needed data

Step 4

Objective/subjective reports	Analyze data	Charts, profiles checklists

Step 5

Record data

Step 6

Summarize Evaluation

Figure 4.

This plan can be adapted to specific teacher need for formulating an evaluation procedure.

Another method by which reevaluation can be considered includes the use of norm-referenced devices and criterion-referenced devices for assessing the effectiveness of instruction and/or mastery of objectives.

Defined:

Norm-referenced evaluation refers to a process designed to ascertain a child's preference in relation to performances of other children on a given test (normative group). It is a relative comparision to the manner in which others performed.

Example:

Johnny Jones completed more addition problems than did other students.

There is no definitive statement of the quality of the performance, maximum achievement ability, etc. Mastery criterion is not generally specified or projected outcomes defined.

Defined:

Criterion-referenced evaluation refers to a process designed to compare a child only to himself in relation to whether or not levels of expectancy (standards) were achieved. The predetermination of objectives and mastery of the objectives usually form the criteria for evaluation.

Example:

(Stated objective with criteria.) Given a doll, the student will identify by writing the name of each part that can bend with at least five correct.

Test:

Here is a doll. Name each part that can bend.

In ascertaining an evaluation criteria for the mastery of objectives, teachers might consider:

- preassessment strategies needed
- concurrent needs for assessing progress
- modification needs for instruction
- influential entrance competencies (factors that affect learning)
- style of teacher
- instruction for specific (individual) students
- cyclical changes for nonachievement of objectives
- summative and formative evaluation data

- management of instructional strategies for goal achievement
- consideration of learning style with evaluative criteria

Reevaluation Strategies

1. Use many techniques for evaluating the goals and objectives:

   - rating scales
   - profiles
   - checklists
   - observations (formal, informal)
   - tests
   - interviews
   - presentations

2. Record a child's best responses to the evaluation measure.

3. Include some type of formative evaluation strategies in order that goals and objectives are evaluated regularly and changes can be made early.

4. Apply evaluation procedures which are directly related to what was specified in the goals and objectives. Allow for observability.

5. Try not to invalidate tests by the "practice effect" (using the test until the child becomes familiar with items).

6. Allow daily evaluations to occur simultaneously with instruction. This may aid in evaluating those behaviors directly related to objectives.

7. Use accuracy, duration and rate or frequency as measures to help define mastery.

8. Don't be afraid to use teacher observations and feelings in evaluating a child's progress.

9. Don't think changing goals is necessary if strategies and techniques for meeting goals were ineffective.

10. Continually review the overall plan for a child in assessing progress.

11. Use product or summative evaluation as a measure of assessing overall performance.

12. Look for needed adjustments in one of the following: goal or objective statement, strategies, timelines, materials, instruction, resources, implementors.

13. Insure success for moving the child from one "stage" to another by instituting changes early (if necessary).

14. Use some of these techniques for process evaluation: autobiographies, anecdotal records, conferences, checklists, interviews, graphs, drills, rating scales, discussions, games, work samples, exhibits, records, observations, logs, profiles, essays, charts, case studies, questionnaires, pyschometric tests.

Reevaluation Processes

Formative Emphasis	Methods
Ongoing evaluation of goal achievement/effectiveness	Precision teaching
Description of specific problem areas	Criterion-referenced tests
Error locations	Charts/logs
Feasibility checks	Profile sheets
Teacher interactive style	Teacher-made tests
Materials effectiveness	Continuous review
Evidence for programming changes	Questionnaires
Technique matching	Anecdotal records
Conditions producing positive results	Cumulative records
Recording/reporting changes	Checklists
Identification of prerequisite skills	Interviews
Special service evaluation	Drill
Strategy changes	Classroom interaction
Revisions (in IEP) needed	Observation
	Teacher reports
	Interviews
	Medical reports
	Parent input
	Developmental scales

Reevaluation Processes

Summative Emphasis	Methods
Learning gains	Student records
Extent of goal achievement	Followup questionnaires
Student satisfaction	Interviews
Teacher satisfaction	Teacher reports
Parent satisfaction	Achievement tests
Effect of material use	Cost benefit analysis
Costs factors	Cumulative records
Tests characteristics	Questionnaires
Extent of test use	Psychological reports
Evidence for programmatic changes	Student followup checklists
Matching of techniques	Services evaluation
Alteration of procedures	Profiles, graphs
Relevant information for future planning	Conference plans
Placement evaluation	Method/material review
Comparison of management techniques	Standardized tests
Evaluation of recording system	
Appropriateness of instruction	
Other gains	
IEP revisions needed	
Schedule changes	

Daily/Weekly Evaluation Checklist

The ongoing instructional program can be evaluated daily (or weekly) in order to aid the teacher in making the necessary adjustments in:

- teaching style
- pinpointing needs
- emotional adaptations
- learning styles
- establishing rapport
- discipline techniques
- grouping patterns
- work assignments
- goal/objective focus
- scheduling
- recording
- conference planning
- material preparation
- general interactive skills
- reporting
- audio-visual equipment needs
- peer interaction techniques
- general programming

A teacher's checklist can bring closure to the efforts of assessing general classroom dynamics. Your very own evaluation check may be prepared to incorporate your needs. Make any adaptations/changes in the following guide.

Date(s) _____

Teacher Behavior	Great	Satisfactory	Try Harder
1. Gave at least five smiles.			
2. Did not yell (inside classroom).			
3. Acted/reacted with respect to every child.			
4. Positively reinforced responses.			
5. Used a reward system for reinforcement of appropriate behavior.			
6. Showed (visible) acceptance for the atypical child.			
7. Did not use any disparaging remarks.			
8. Observed peer interaction.			
9. Observed the manner in which students responded positively to voice quality.			
10. Presented alternatives to students when confronted with indecision.			
11. Promoted a climate of warmth while saying "no."			
12. Laughed at your mistakes.			
13. Exhibited the following behaviors:			
___empathized ___attended ___invited			
___listened ___approved ___offered			
___helped ___assured ___touched			
___respected ___accepted ___reinforced			

	Great	Satisfactory	Try Harder
Instruction			
1. Wrote clear objectives for lesson(s).			
2. Clearly defined task(s) of objective.			
3. Provided appropriate activities for tasks.			
4. Began lesson(s) with a motivating technique.			
5. Provided a multi-sensory approach for achieving task.			
6. Had materials and lesson prepared before beginning instruction.			
7. Task(s) followed logically/sequentially from previous lesson.			
8. Assured task was understood by student(s).			
9. Group tasks provided a maximum of participation.			
10. Adequate reinforcement/practice was provided.			
11. A myriad of experiences were planned for skill maintenance or the next sequential skill.			
12. Provided a feedback mechanism for instruction.			
Discipline			
1. Did not publicly discipline a student(s).			
2. Remained calm when student(s) overreacted.			
3. Established a reward system for appropriate behavior.			
4. Responded to emotional needs of student.			

	Great	Satisfactory	Try Harder
5. Allowed other students to aid in the discipline.			
6. Allowed child to explain actions.			
7. Showed trust and understanding.			
8. Explained teacher actions to avoid confusion.			
9. Made work enjoyable to avoid problems.			
10. Rewarded someone for "just doing the right thing."			
11. Sent a "nice note" home.			
12. Set high expectations for the class.			
13. Avoided a confrontation.			
14. Touched, hugged, gave personal attention (if appropriate).			
Staff/Faculty/Parents			
1. Shared a new idea, technique, book, story, paper.			
2. Exchanged students or allowed an exchange of ideas.			
3. Gathered input on a tough decision.			
4. Gave someone a pleasant smile.			
5. Took and "extra" step to contact a parent.			
6. Did not reject a child sent from a peer's classroom.			
7. Asked a peer how a technique, idea or strategy could be used.			

BOONE COUNTY SCHOOLS - INDIVIDUAL EDUCATIONAL PROGRAM

Student's Name: _____
(Last) (First) (Middle Initial)

Parent's Name _____
(Last) (First) (Middle Initial)

Birth Date: _____ Age: _____

Address: _____

School: _____ Grade: _____

_____

Present Placement: _____

Telephone: _____

Summary of Present Levels of Student Performance: _____

_____

_____

Recommended Placement and Related Services: _____

_____

_____

Evaluation Instruments or Procedures Used:

WISC-R _____ V _____ P _____ FS _____
Stanford-Binet _____ I.Q. _____
Koppitz _____ Level _____
PPVT _____ I.Q. ___ % ___ M.A. ____
Vineland _____ Social Age ____ SQ ____
Columbia _____ ADS ____ % ____ S _____
M.I. _____

Other: _____

_____

_____

_____

_____

_____

Prioritized Long Term Goals _____

_____

_____

_____

_____

Projected Length of Total Program _____
Projected Date of I.E.P. Review _____
Projected Date of Comprehensive Review _____

Advisory Committee Members Present

_____ _____

_____ _____

_____ _____

_____ _____

Date of Advisory Committee Meeting: _____

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INDIVIDUAL EDUCATION PROGRAM: IMPLEMENTATION PLAN

Date of Entry Into Program _____

Date Written I.E.P. Completed _____

Student's Name _____

Present Number of Hours
Per Week in Regular Classroom _____

Type of P.E. Program _____

_____	_____
Signature of Parent or Guardian	Date
_____	_____
Signature of Student (If Appropriate)	Date
_____	_____
Signature of Implementer(s)	Date
_____	_____
Signature of Director of Special Education or Designee	Date

Short Term Objectives	Specialized Strategies and/or Techniques	Specialized Materials, Equipment and/or Resources	Implementer	Hours Per Week	Date Started	Date Completed

MINERAL COUNTY SCHOOLS INDIVIDUAL
EDUCATION PROGRAM (I.E.P.)

2. Student: _____

3. School: _____

4. Parent(s) name: _____

_____

5a. Address: _____

_____

b. Date of birth:

1. I have participated in the development of this program and/or am aware of its content and give my approval.

_____
Parent(s) Signature

6. Date committee meeting:

7. Date form sent:

8. Homeroom Teacher:

9. Committee signatures: _____
principal

10a. Annual review date:
b. Comprehensive re-evaluation date:

11. Present functional level(s):

12. Description of placement recommendations:

13. The student will participate in regular education programs to at least the extent of _____hours per week.

14.1 a. Specific annual goal (needs)

b. Specific services needed:

c. Starting date:

d. Minimum hours per week:

14.2 a. Specific annual goal (needs)

b. Specific services needed:

c. Starting date:

d. Minimum hours per week:

MINERAL COUNTY SCHOOLS INDIVIDUAL
EDUCATION PROGRAM (I.E.P.)
(Continued)

14.3 a. Specific annual goal (needs)

_____

b. Specific services needed:

_____

c. Starting date: d. Minimum hours per week:

_____

14.4 a. Specific annual goal (needs)

_____

b. Specific services needed:

_____

c. Starting date: d. Minimum hours per week:

_____

_____, _____, _____, _____

Student Name | Grade Placement | Program Placement | Teacher of Special Services

Annual Goals: 1. _____

_____

2. _____

_____

_____

Short Term Objectives with (Criteria for Mastery)	Teacher Responsible	Specialized Strategies, Materials, Equipment and/or Resources Used	Date Started	Date Terminated	Date(s) Reviewed	Evaluation(s)

INDIVIDUALIZED EDUCATIONAL PROGRAM: TOTAL SERVICE PLAN
(This plan does not constitute a legal and binding contract)

DP-3b

PUPIL _____

S & S # _____

BIRTHDATE _____

SUPERINTENDENT
APPROVAL DATE _____

Page 1 of _____

COUNTY _____

SCHOOL _____

* *

PLACEMENT ADVISORY COMMITTEE MEETING DATE _____

PLACEMENT ADVISORY COMMITTEE MEETING		IN AGREEMENT?	
Signature	Position	Yes	No
_____	_____ *	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

_____ _____
Parent/Child Signature of Approval Date

* Chairperson

DESCRIPTION OF EDUCATIONAL PLACEMENT RECOMMENDATION:

Area(s) of Concern (Legal category of exceptionality) _____

Special Education Program Model _____
Hrs/wk _____

Regular Education _____
Hrs/wk _____

Physical Education Program _____
Hrs/wk _____

Projected date for total program re-evaluation _____

Projected program termination date _____

TOTAL SERVICE PLAN (Continued)

DP-3b continued

PUPIL _____

Page ___ of ____

S & S # _____

SUMMARY OF PRESENT LEVELS OF STUDENT PERFORMANCE:

Grade _____ Yrs. in School _____

STRENGTHS	WEAKNESSES

White - County Yellow - School Pink - Parent

TOTAL SERVICE PLAN (Continued)

DP-3b continued

PUPIL _____

Page ___ of _____

S & S # _____

Prioritized Long Range Goals	Specific Special Education and/or Related Services	Starting Date	Projected Ending Date	Ann. Review Date(mo/yr)
White - County Yellow - School Pink - Parent				

INDIVIDUALIZED EDUCATION PROGRAM: IMPLEMENTATION PLAN

DP-3d

(This plan does not constitute a legal and binding contract)

Page ____ of ____

PUPIL _____

S & S # _____

BIRTHDATE _____

GRADE___ YRS IN SCHOOL ____

COUNTY _____

SCHOOL _____

IMPLEMENTERS

Signature	Position
(Chairperson)	
	(parent/child)
Parent/Child Signature of Approval	Date

Date Total Service Plan Completed _____

Date of IEP Committee_____

Date IEP Implemented _____

Proj. IEP Review Date _____

Annual Goals	Short-term Implementation/ Instructional Objectives/ Criteria	Specific Teaching Techniques and/or Strategies	Materials and/or Resources	Date to be Started	Date to be Ended	Mastery Level of Each Short-term Objective & Date Mastered
						(To be kept current)

White - County Yellow - School Pink - Parent

182

183

168

Pupil _____ Search & Serve No. _____

INDIVIDUAL EDUCATION PROGRAM: IMPLEMENTATION PLAN

Date of Entry into Program _____

Projected Program Termination Date _____

SIGNATURE OF IMPLEMENTER(S)

Signature Position

Date Written Individual Education Program Completed _____

Projected IEP Review Date (s) _____

Date Written Individual Education Program Initiated _____

_____ _____

Signature County Director Special Education

_____ _____

Signature (s) of Parent or Guardian Date

_____ _____

Signature of Child (If appropriate) Date

ANNUAL GOALS:

GOAL EVALUATION:

Short Term Objectives (Include Criteria for Mastery)	Specialized Strategies and/or Techniques	Specialized Materials, Equipment and/or Resources	To be completed as program is implemented			
			Date Started	Date Ended	Date (s) Reviewed	Achieved Mastery for each Short Term Objectives

County _____

RESA VII
DP-7-1

INDIVIDUALIZED EDUCATIONAL PROGRAM: TOTAL SERVICE PLAN

PUPIL _____

S&S # _____

BIRTHDATE _____

GRADE _____ SCHOOL _____

PLACEMENT ADVISORY COMMITTEE MEETING
DATE _____

PLACEMENT ADVISORY COMMITTEE MEETING		IN AGREEMENT?	
Signature	Position	Yes	No
_____	_____ *	___	___
_____	_____	___	___
_____	_____	___	___
_____	_____	___	___
_____	_____	___	___
_____	_____	___	___

_____ _____
Parent/Child Signature of Approval — Date

*Chairperson

DESCRIPTION OF EDUCATIONAL PLACEMENT RECOMMENDATION:

Area(s) of Concern (exceptionality) _____

Special Education Program Configuration _____ Hrs/Wk ___

Regular Education _____ Hrs/Wk ___

Physical Education Program _____ Hrs/Wk ___

Projected date for comprehensive re-evaluation _____

Projected program termination date _____

SUMMARY OF PRESENT LEVELS OF STUDENT PERFORMANCE:

Grade_____ Yrs. in School _____

STRENGTHS	WEAKNESSES

County_____

RSVA VII
DP-7-2

TOTAL SERVICE PLAN (continued)

Page ___ of ___

PUPIL _____

S&S # _____

Prioritized Long Range Goals	Specific Special Education and/or Related Services	Starting Date	Projected Ending Date	Ann. Review Date (mo/yr)

County _____

RESA VII
DP-8-1

INDIVIDUALIZED EDUCATIONAL PROGRAM
IMPLEMENTATION/INSTRUCTIONAL PLAN

Pupil _____

S&S # _____

SCHOOL _____

Date TSP Completed _____

Date of IIP Committee Meeting _____

Date of IIP Initiated _____

Projected IIP review date _____
(duration of services)

Implementers

Signature	Position

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SUMMARY OF PRESENT LEVELS OF STUDENT PERFORMANCE:

Grade___ Yrs. in School___

STRENGTHS	WEAKNESSES

County _____

RESA VII
DP-8-2

INDIVIDUALIZED EDUCATION PROGRAM: IMPLEMENTATION PLAN
Supplemental Page

Page ___ of ___

Pupil _____

S&S # _____

Annual Goals	Short-term Implementation Instructional Objectives/ Criteria	Specific Teaching Techniques and/or Strategies	Materials and/or Resources	Date to be Started	Date to be Ended	Mastery Level c Short-term Objc & Date Master (to be kept current)

Appendix A

The following tests, checklists, inventories or suggested word lists are provided as handy assessment devices which can be used to give the teacher another tool by which children's needs may be ascertained. These sheets can be removed and replaced as needed.

Included are:

1. Readiness Inventory - a checklist which will help determine the state of readiness for center based programs or regular classrooms.

2. Personal Inventory - a sentence completion device which will help pinpoint specific interests and personal feelings.

3. Inventory of Reading Interests - a questionnaire which can be used to gether information on reading interests and habits.

4. Inventory of Interests and Activities - an inventory to help pinpoint interests.

5. Teacher's Diagnostic Check Sheet - a reading device which aids in pinpointing reading strengths and weaknesses.

6. Diagnostic Spelling Test - a spelling aid which will help to diagnose spelling problems.

7. Phonics Mastery Test - a phonics test which can be used to identify strengths and weaknesses in the use of vowels and consonants.

8. Checksheet for Independent and Instructional reading levels.

9. Ways of Checking Child's Comprehension.

Readiness Inventory

Child's Name: Date:

Skill Development	Yes	No
Personal Data		
1. Knows name		
o first		
o second	___	___
2. Knows mother's name	___	___
3. Knows father's name	___	___
4. Can tell his/her age	___	___
5. Knows his/her sex	___	___
	___	___
Fine Motor		
1. Can touch hands/fingers togather at midline	___	___
2. Can string large beads	___	___
3. Can copy forms (i.e., t, X)	___	___
4. Can cut along straight line	___	___
5. Uses scissors correctly	___	___
6. Can build a tower	___	___
o 6 blocks		
o 8 blocks	___	___
o 10 blocks	___	___
7. Scribbles with pencil	___	___
8. Can color within lines	___	___
9. Uses pencil correctly	___	___
10. Can print letters	___	___
11. Can print name	___	___
12. Can do rhythmic writing	___	___
	___	___
Gross Motor		
1. Walking		
o can walk forward on line		
o can walk backward on line	___	___
o can walk sideways on line	___	___
2. Can hop on one foot (4-5 hops)	___	___
3. Can jump	___	___
4. Can skip smoothly	___	___
5. Can balance himself/herself one foot	___	___
o 2 seconds		
o 4 seconds	___	___
	___	___

Skill Development	Yes	No
6. Can throw a ball	___	___
7. Can catch a ball	___	___
8. Can do jumping jacks	___	___
9. Can imitate movements	___	___

Body Image

1. Can identify body parts		
o 4 parts	___	___
o 6 parts	___	___
o 8 parts	___	___
o more	___	___
2. Can draw a person		
o 4 parts	___	___
o 6 parts	___	___
o 8 parts	___	___
o more	___	___
3. Can point to body parts while naming	___	___

Spatial Relationships

1. Knows and understands (check)

___up	___out	___top	___big
___down	___in	___bottom	___little
___right	___above	___few	___long
___left	___over	___many	___short
___beside	___under	___near	___next to
___in front of	___behind	___out	___far

Visual Input/Output

1. Recognizes colors

___red	___green	___black	___white
___orange	___blue	___purple	
___yellow	___indigo	___pink	

2. Recognizes shapes

___circle	___triangle	___cross
___square	___rectangle	

Skill Development	Yes	No
3. Can match		
o symbols		
o pictures	___	___
o letters	___	___
o words forms	___	___
o words	___	___
o numerals	___	___
o numerals to sets	___	___
4. Can recognize numerals	___	___
___1 ___6		
___2 ___7		
___3 ___8		
___4 ___9		
___5 ___10		
more		
	___	___
o can count		
1-3		
1-5	___	___
1-10	___	___
	___	___
Auditory Input/Output		
1. Can repeat sequences		
o 0-1		
o 1-3-7	___	___
o 4-5-6-2	___	___
o can repeat sentences	___	___
2. Can respond to	___	___
o one-step directions		
o two-step directions	___	___
o three-step directions	___	___
o more	___	___
3. Knows rhyming words	___	___
4. Knows consonant sounds	___	___
o initial		
o medial	___	___
o final	___	___
5. Can hear vowel sounds in a word	___	___
o short		
o long	___	___
6. Can hear number of syllables in a word	___	___
7. Can detect rise and fall of voice	___	___
	___	___

Skill Development	Yes	No

Language

1. Word utterences

___one word ___two words

___three words ___four words

___complete simple sentence

___complex sentence

2. Has adequate expressive language	___	___
3. Has adequate receptive language	___	___
4. Speaks clearly	___	___
5. Has good listening skills	___	___
6. Comprehends	___	___
o questions		
o plurals	___	___
o adjectives	___	___
o prepositions	___	___
o opposites	___	___
7. Can define simple words	___	___
o complex words	___	___
	___	___

Social

1. Is able to		
o work alone	___	___
o in groups	___	___
o relate to adults	___	___
o relate to peers	___	___
o follow directions	___	___
o complete a task	___	___
o works neatly	___	___
2. Emotional level is usually	___	___

___aggressive ___happy ___eager to please

___angry ___explosive ___sad

___disruptive ___withdrawn ___positive

___frustrated ___negative ___adequate attention span

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Personal Inventory

1. Today I feel
2. When I have to read I
3. I get angry when
4. To be grown up
5. My idea of a good time
6. I wish my parents knew
7. School is
8. I can't understand why
9. I feel bad when
10. I wish teachers
11. I wish my mother
12. Going to college
13. To me, books
14. People think I
15. I like to read about
16. On weekends, I
17. I don't know how
18. To me, homework
19. I'll never
20. I wish people wouldn't
21. When I finish high school
22. I'm afraid
23. Comic books
24. When I take my report card home
25. I'm at best when
26. Most brothers and sisters
27. I'd rather read than
28. When I read math
29. The future looks
30. I feel proud when
31. I wish my father
32. I like to read when
33. I would like to be
34. For me studying
35. I often worry about
36. I wish I could
37. Reading science
38. I look forward to
39. I wish someone would help me
40. I'd read more if

Source: Improvement of Reading, Strange-McCullough-Tragler, McGraw-Hill Publishing Co.

Inventory of Reading Interests

1. What do you do when you are not in school?
2. What games do you like to play?
3. Do you enjoy reading books and magazines?
4. What kinds of books do you like to read?

biography	aviation
adventure	poetry
animal stories	plays
news	myths
legends	fantasy
horror stories	other

5. Name some of the books you have read this past year. Which did you like best?
6. Do you get the books you read from home, school, library, or from friends?
7. What magazines do you read? Why?
8. Do you like to read newspapers? Why?
9. Do you like to have someone read to you? Who reads to you?
10. Does anyone encourage you to read during your leisure time?
11. What kinds of books and stories do you own?
12. What comics or comic books do you read?
13. Do you have a library card? When do you use it?
14. When is your favorite reading time?

Inventory of Interest and Activities

1. What are some of the things you like to do?
2. What do you usually do right after school?
3. What do you usually do in the evenings, on Saturdays, on Sundays?
4. Do you take any special lessons?
5. Do you belong to a club?
6. How often do you go to the movies?
7. Where did you go during the summer?
8. Have you ever been to a farm, circus, zoo, museum, picnic, ballgame, carnival, party, camp?
9. Have you ever taken a trip by boat, train, airplane, bus, car?
10. Do you ever listen to the radio? When?
11. Which television programs do you see?
12. What would you like to be when you are grown?
13. What would your parents like you to be?
14. Do you have a pet? If you could have a pet, what would you choose?
15. Do you have a hobby? What?
16. Who are the friends you like to play with at home and at school?

Inventory of Mental and Physical Health

1. Who lives at your house?
2. What happens at home to make you happy?
3. What happens to make you unhappy?
4. What happens at school to make you happy?

5. What happens at school to make you unhappy?
6. Are you afraid of anything?
7. When do you go to bed?
8. Do you have a room of your own?
9. Whad did you have for breakfast this morning?
10. What did you have for dinner last night?
11. Do you go home for lunch or stay at school?

Inventory of Reading Interest

1. Do you have a favorite story or book? What?
2. What comics do you read?
3. Do you have a library card? Do you ever use it?
4. Do you like or dislike reading?
5. What would you like to read or learn about?
6. Do you have trouble in reading? What gives you trouble?
7. If you could have three wishes, what would they be?

Form III Teacher's Diagnostic Check Sheet

Name of child _____C.A.___MA.A___R.A.___Grade____
Teacher_____

I. Reading Attitude

Yes	No		
___	___	1.	Does the child withdraw from reading?
___	___	2.	Does he seem to have an emotional disturbance?
___	___	3.	Does he appear attentive?
___	___	4.	Does he enjoy reading?
___	___	5.	Does he project self into reading?

II. Behavior Status

___	___	1.	Does he show self-control?
___	___	2.	Is he overly sensitive?
___	___	3.	Are his social adjustments satisfactory?
___	___	4.	Are there any fears or tensions?
___	___	5.	Does he seek recognition and reaction from others?
___	___	6.	Is he timid or shy?
___	___	7.	Is he cooperative?
___	___	8.	Is he aggressive?

III. Learning Status

___	___	1.	Does he grasp ideas readily
___	___	2.	Does he have a good memory span?
___	___	3.	Does he have the ability for visualization?
___	___	4.	Can he follow directions?
___	___	5.	Is he imaginative and does he show initiative?

IV. Perception

___	___	1.	Does he have good vision? Glasses?
___	___	2.	Does he have satisfactory auditory acuity?

V. Comprehension

___	___	1.	Does he understand what he reads?
___	___	2.	Does he remember what he reads?
___	___	3.	Does he have the ability to make judgments?
___	___	4.	Is he able to draw conclusions?
___	___	5.	Does he organize what he reads?

Yes	No		
___	___	6.	Does he associate what he reads with his own experience?

VI. Word Analysis

___	___	1.	Does he use context clues?
___	___	2.	Does he make use of picture clues?
___	___	3.	Does he use structural analysis?
___	___	4.	Does he use configuration clues?
___	___	5.	Does he apply phonetic principles?
___	___	6.	Does he sense syllables?
___	___	7.	Does he guess at words?

VII. Physical Aspects of Reading

___	___	1.	How many fixations does he make per line?
___	___	2.	Does he have an accurate return sweep movement?
___	___	3.	Does he point as he reads?
___	___	4.	Does he move his head?
___	___	5.	Are there any other bodily movements?
___	___	6.	Does he move his lips?
___	___	7.	Are there any indications of inner vocalization?
___	___	8.	Is the posture good?
___	___	9.	Is the book held about 16 inches from the eyes?
___	___	10.	Does he hold the book at the right angle?

VIII. Mechanical Aspects of Reading

___	___	1.	Is he a word-by-word reader?
___	___	2.	Does he make substitutions?
___	___	3.	Does he make omissions?
___	___	4.	Does he mispronounce words?
___	___	5.	Does he have reversals?
___	___	6.	Does he repeat words?
___	___	7.	Does he make regressions?

IX. Concentration

___	___	1.	Is he able to concentrate?
___	___	2.	Is he easily disturbed by other room activities?
___	___	3.	Does he show expressions of pleasure on his face while reading?
___	___	4.	Does he lack interest?
___	___	5.	Does he have poor study habits?
___	___	6.	Does he have a plan for working?
___	___	7.	Does he lack perseverance?

X. Reading Rate

Yes	No		
___	___	1.	Does he read falteringly when he reads aloud?
___	___	2.	Does he read at an average rate in silent reading.

Teacher's Summarization

1. Test given and date
   - o Achievement, Intelligence, Visual and Auditory
   - o Hand and Eye Dominance
   - o Interpretation of Test scores
2. Diagnosis
3. Amelioration
4. Prognosis

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Diagnostic Spelling Test

Grade Scoring List:

Below 15 Correct	Below 2nd Grade
15-22 Correct	Second Grade
23-29 Correct	Third Grade

Give List 1 to any pupil whose placement is second or third grade.

Any pupil who scored above 29 should be given the List 2 test.

List 1

Word	Illustrative Sentence
1. not	He is not here.
2. but	Mary is here, but Joe is not.
3. get	Get the wagon, John.
4. sit	Sit down, please.
5. man	Father is a tall man.
6. boat	We sailed our boat on the lake.
7. train	Tom has a new toy train.
8. time	It is time to come home.
9. like	We like ice cream.
10. found	We found our lost ball.
11. down	Do not fall down.
12. soon	Our teacher will soon be here.
13. good	He is a good boy.
14. very	We are very glad to be here.
15. happy	Jane is a happy girl.
16. kept	We kept our shoes dry.
17. come	Come to our party.
18. what	What is your name?
19. those	Those are our toys.
20. show	Show us the way.
21. much	I feel much better.
22. sing	We will sing a new song.
23. will	Who will help us?
24. doll	Make a dress for the doll.
25. after	We play after school.
26. sister	My sister is older than I.
27. toy	I have a new toy train.
28. say	Say your name clearly.
29. little	Tom is little.
30. one	I have only one book.
31. would	Would you come with us.
32. pretty	She is a pretty girl.

Any pupil who scores below 9 should be given the List 1 test.
Grade Scoring List 2:

Below 9 Correct . . .	Below 3rd Grade
9 -19 Correct . . .	Third Grade
20-25 Correct . . .	Fourth Grade
26-29 Correct . . .	Fifth Grade
Over 29 Correct . . .	Sixth Grade and/or Better

List 2

Word		Illustrative Sentence
1.	flower	A rose is a flower.
2.	mouth	Open your mouth.
3.	shoot	Joe went to shoot his new gun.
4.	stood	We stood under the roof.
5.	while	We sang while we marched.
6.	third	We are in the third grade.
7.	each	Each child has a pencil.
8.	class	Our class is reading.
9.	jump	We like to jump rope.
10.	hit	Hit the ball hard.
11.	bite	Our dog does not bite.
12.	study	Study your lesson.
13.	dark	The sky is dark and cloudy.
14.	jumped	We jumped rope yesterday.
15.	hitting	John is hitting the ball.
16.	studies	He studies each day.
17.	darker	This color is darker than that one.
18.	jumping	The girls are jumping rope now.
19.	darkest	This color is the darkest of the three.
20.	jumps	Mary jumps rope.
21.	biting	The dog is biting on the bone.
22.	afternoon	We may play this afternoon.
23.	grandmother	Our grandmother will visit us.
24.	can't	We can't go with you.
25.	doesn't	Mary doesn't like to play.
26.	night	We played outdoors last night.
27.	brought	Joe brought his lunch to school.
28.	apple	An apple fell from the tree.
29.	again	We must come back again.
30.	laugh	Do not laugh at other children.
31.	because	We cannot play because of the rain.
32.	through	We ran through the yard.

Analysis of Spelling Errors

Some clues to the pupil's familiarity with these phonetic and structural generalizations can be observed by noting how he spells the common elements.

List 1

Word		Element Tested
1.	not	
2.	but	
3.	get	short vowels
4.	sit	
5.	man	
6.	boat	
7.	train	two vowels together
8.	time	
9.	like	vowel-consonant-e
10.	found	
11.	down	ow-ou spelling of ou sound
12.	soon	
13.	good	long and short oo
14.	happy	
15.	very	final y as short i
16.	kept	
17.	come	c and k spelling of the k sound
18.	what	
19.	those	wh, th, sh, ch, and ng spellings
20.	show	ow spelling of long o
21.	much	
22.	sing	
23.	will	
24.	doll	doubled final consonants
25.	after	
26.	sister	er spelling
27.	toy	oy spelling of oi sound
28.	say	ay spelling of long a
29.	little	le ending
30.	one	
31.	would	non-phonetic spellings
32.	pretty	

List 2

Word	Element Tested
1. flower	ow-ou spelling of ou sound
2. mouth	er ending, the spelling
3. shoot	long and short oo, sh spelling
4. stood	
5. while	wh spelling, vowel-consonant-e
6. third	th spelling, vowel before r
7. each	ch spelling, two vowels together
8. class	double final consonant, c
9. jump	
20. jumps	addition of s, ed, ing, j spelling
14. jumped	of soft g sound
18. jumping	
10. hit	doubling final consonant before
15. hitting	ing
11. bite	
21. biting	dropping final e before ing
12. study	changing final y to i before
16. studies	ending
13. dark	
17. darker	er, est endings
19. darkest	
22. afternoon	
23. grandmother	compound words
24. can't	
25. doesn't	compound words
26. night	
27. brought	silent gh
28. apple	le ending
29. again	
30. laugh	
31. because	non-phonetic spellings
32. through	

Reprinted from Teacher's Guide for Remedial Reading by William Kottmeyer, copyright 1959 with permission of Webster/ McGraw-Hill.

Phonics Mastery Test

Teacher's Guide for Administration

Level A

I. Consonant Sounds*

Directions: Read the words below (or other words with underlined sounds). Ask students to record the first letter of each words next to the appropriate number on their answer sheets.

1.	person	6.	window	11.	tint	15.	rhythm
2.	belt	7.	forty	12.	sound	16.	lark
3.	mallard	8.	victory	13.	dough	17.	jersey
4.	hunt	9.	mink	14.	ninety	18.	yolk
5.	kick	10.	golden				

II. Consonant

Directions: Continue as above except to ask students to record the first two letters of each word read.

19.	shoe	20.	church	21.	thing	22.	these
23.	what						

III. Consonant Blends

Directions: Continue as above.

24.	blind	29.	sheep	34.	grope	39.	sneak
25.	clock	30.	break	35.	practices	40.	spill
26.	flower	31.	cream	36.	treasure	41.	stamp
27.	grew	32.	drop	37.	scale	42.	sweet
28.	plump	33.	friend	38.	small		

IV. Blending Consonants and Rhyming Elements

Directions: Ask children to write at least two words which rhyme with the word given.

43. ball 44. make 45. get 46. will

* All consonant sounds are represented except 2

Level B

I. Long and Short Vowels

Directions: Read the words (or other words with the underlined sounds). Ask students to record vowel letter heard. The students must write short in front of the short vowels, and long in front of long vowels. (Correct answers are given in parentheses.)

1. bid (short i) 4. lobe (long o) 7. bun (short u)
2. jab (short a) 5. slave (long a) 8. title (long i)
3. eve (long e) 6. prod (short o) 9. zest (short e)

II. Other Vowel Sounds

Directions: Read the words, asking students to record the vowel or vowels which they hear. If a vowel depends on the consonant which follows it for its sound, the consonant should be written after the vowel. Some sounds can be spelled several ways. Any of these should be accepted. (Correct answers are given in parentheses.)

11. nook (oo) 14. jar (ar) 17. claw (aw)
12. grouse (ou,ow) 15. Troy (oy) 18. coil (oi)
13. broom (oo) 16. whirl (er,ir,ur)

III. Syllabication

A. Directions: Read the words, asking the students to write the number of syllables in each. (Correct answers are given in parentheses.)

1. Atlanta (3) 2. Lincoln (2) 3. frame (1)
4. sedentary (4) 5. correspondingly (5)

B. Directions: Read the same words, asking the students to write for each the number of the accented syllable.

1. 2 2. 1 3. 1 4. 1 5. 3

Purpose: 1. To estimate the child's independent and instructional reading levels.
2. To identify word recognition errors made during oral reading and to estimate the extent to which the child actually comprehends what he reads.

Word Recognition

As the child reads each selection orally, record his word recognition errors. The child makes a word recognition error when he repeats, substitutes, omits or needs teacher assistance in pronouncing words.

Discontinue at the level in which the child mispronounces or indicates he does not know 5 of the 20 words in a particular grade level (75%). Each correct response is worth five points.

After the child reaches the cut-off point (75%), his oral reading level should be started at the highest level in which he successfully pronounced all (100%) 20 words in the list.

Pre-Primer		Pre-Primer(cont.)		Pre-Primer(cont.)	
1. for	___	10. can	___	19. is	___
2. blue	___	11. big	___	20. work	___
3. car	___	12. said	___	Primer	
4. to	___	13. green	___	1. was	___
5. and	___	14. look	___	2. day	___
6. it	___	15. play	___	3. three	___
7. helps	___	16. see	___	4. farming	___
8. stop	___	17. there	___	5. bus	___
9. funny	___	18. little	___	6. now	___

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Primer (cont.)

7. read ___
8. children ___
9. went ___
10. then ___
11. black ___
12. barn ___
13. trees ___
14. brown ___
15. good ___
16. into ___
17. she ___
18. something ___
19. what ___
20. saw ___

Level 1

1. many ___
2. painted ___
3. feet ___
4. them ___
5. food ___
6. tell ___
7. her ___
8. please ___
9. nests ___
10. cannot ___
11. eight ___
12. trucks ___
13. garden ___
14. drop ___
15. stopping ___
16. frog ___
17. street ___
18. fireman ___
19. birthday ___
20. let's ___

Level 1 (cont.)

Level 2

1. stood ___
2. climb ___
3. isn't ___
4. beautiful ___
5. waiting ___
6. head ___
7. cowboy ___
8. high ___
9. people ___
10. mice ___
11. corn ___
12. everyone ___
13. strong ___
14. I'm ___
15. room ___
16. blows ___
17. gray ___
18. that's ___
19. throw ___
20. roar ___

Level 2 (cont.)

Level 3

1. hour ___
2. senseless ___
3. turkeys ___
4. anything ___
5. chief ___
6. foolish ___
7. enough ___
8. either ___
9. chased ___
10. robe ___
11. crowd ___
12. crawl ___

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Level 3 (cont.)

13. unhappy ___
14. clothes ___
15. hose ___
16. pencil ___
17. cub ___
18. discover ___
19. picture ___
20. nail ___

Level 4

1. spoon ___
2. dozen ___
3. trail ___
4. machine ___
5. bound ___
6. exercise ___
7. disturbed ___
8. force ___
9. weather ___
10. rooster ___
11. mountains ___
12. island ___
13. hook ___
14. guides ___
15. moan ___

Level 4 (cont.)

16. settlers ___
17. pitching ___
18. prepared ___
19. west ___
20. knowledge ___

Level 5

1. whether ___
2. hymn ___
3. sharpness ___
4. amount ___
5. shrill ___
6. freedom ___
7. loudly ___
8. scientists ___
9. musical ___
10. considerable ___
11. examined ___
12. scarf ___
13. pacing ___
14. facing ___
15. oars ___
16. delicious ___
17. octave ___
18. terrific ___

Level 5 (cont.)

19. salmon ___
20. briskly ___

Level 6

1. sentinel ___
2. mostrils ___
3. march ___
4. sensitive ___
5. calmly ___
6. tangle ___
7. wreath ___
8. teamwork ___
9. billows ___
10. knights ___
11. instinct ___
12. liberty ___
13. pounce ___
14. rumored ___
15. strutted ___
16. dragon ___
17. hearth ___
18. shifted ___
19. customers ___
20. blond ___

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Ways of Checking Child's Comprehension

1. Matching pictures and sentences.
2. Writing answers to definite questions.
3. Finishing incomplete sentences.
4. Drawing illustrations of characters, actions, or scenes.
5. Collecting main points to be written on the blackboard and discussed.
6. Finding key words.
7. Dramatizing or dramatic play.
8. Discussing and reporting by pupils.
9. Proving or disproving a statement.
10. Classifying words which describe a given object, person or time.
11. Selecting the part of the story liked best.
12. Discussing an important character in the story.
13. Making outlines.
14. Selecting the sentence which tells the story best.
15. Selecting the best title for the story of paragraph.
16. Telling in what way two characters were alike and in what way different.
17. Discriminating between crucial and incidental facts.
    a. the most important part of the story is _____.
    b. Some incidents I like are _____.

APPENDIX B

Learning

Poem
Student Performance and Learning
Types of Learning (Piaget's Stages of Cognitive Development)
Terms
Levels of Learning and Behavioral Objectives
General Objectives
Verbs in Objectives
Learning Styles
Identification of Difficulties

Thus a Child Learns

Thus a child learns; by wiggling skills through his fingers and toes into himself; by soaking up habits and attitudes of those around him; by pushing and pulling his own world.

Thus a child learns; more through trial than error; more through pleasure than pain; more through experience than suggestion; more through suggestion than direction.

Thus a child learns; through affection, through love, through patience, through understanding, through belonging, through doing, through being.

Day by day the child comes to know a little bit of what you know; to think a little bit of what you think; to understand your understanding. That which you dream and believe and are, in truth, becomes the child.

As you perceive dully or clearly; as you think fuzzily or sharply; as you believe foolishly or wisely; as you dream drably or goldenly; as you bear false witness or tell truth--thus a child learns.

Frederick J. Moffitt, Chief
Bureau of Instructional Supervision
New York State Department of Education

Student Performance and Learning

Approaches to understanding and learning can be traced to Sir Francis Galton's studies of general abilities and special abilities. The general abilities were a measure of a basic intellectual capacity which controlled the amount of intelligence one possessed. The specific abilities were controlled by a specific factor for each different minor type of abilities.

Skinner, Bandura, Miller and Dollard, Thorndike, Pavlov, Piaget, Guilford and others have postulated various theories of learning. Guilford proposed a structure (cube) of the intellect which was multifaceted and comprised three dimensions: 1) content (four categories); 2) operations (five categories); and 3) products (six categories). The cube contained 120 (4x5x6) possible cells with each representing a hypothetical mental ability (i.e., verbal comprehension, number, word fluency, memory).

Robert Gagne has shown a relatedness of these theories by proposing both a scientific and a cumulative theory which reflects the work of the aforementioned. He has, in essence, given insight into the many ways in which children learn; hence, expected performance of all children can be viewed in relation to modes of learning and performance.

Here are listings and brief descriptions:

Type 1: Signal Learning (Classical Conditioning) involves reflexes or involuntary responses related to the nervous system. Responses are usually associated with certain cues.

Examples: responding to shouts (verbal cues)
responding to touches (tactile cues)
responding to visual stimuli

Type 2: Stimulus-Response Learning is related to motor responses to a given signal (trial-and-error).

Examples: learning to hold a spoon
raising the hand upon request

Type 3: Chaining is related to the linking of a series of acts with each unit serving as a stimulus for the next. A "stringing together" or sequencing of responses.

Examples: writing with pencil
learning to eat
buttoning, tying

Type 4: Verbal Association can be considered a form of chaining with a greater amount of cognitive processing.

Examples: naming specific objects
recognizing a bell and its use
(coding of information)
saying a poem from memory

Type 5: Discrimination Learning involves distinguishing various features or differences in objects and the environment and is dependent upon past learning.

Examples: identifying specific classes
differentiating taste, shape, size,
color, texture
comparing and contrasting
learning and recognition of facts

Type 6: Concept Learning (processing facts) involves classifying stimulus situations in relation to abstract qualities (i.e., color, shape, size, number, position, etc.). The learner responds to stimuli by grouping them in classes (recognizing salient features) and responding to the class as a unit.

Examples: classifying skills
learning spatial relationships
basic generalizing of information

Type 7: Rule Learning involves the chaining of two or more concepts having some relational value. The combination of relation of previous learning into new knowledge is an extension of concept learning.

Examples: relating concepts, rules
learning laws, combinations, operations

Type 8: Problem Solving is the ability to combine two or more principles to produce a new principle and/or new learning is yielded.

Examples: applying rules to solve problems
arithmetical problems
making judgments

Each of the eight types cited establishes different kinds of learning and capabilities for and within the student. This hierarchial approach illustrates an emphasis away from solely observable or external variables and/or behavior. The child progresses from one stage to the next. Success of each stage is equated with and dependent upon the degree of success in the previous stage; hence, a developmental theory of learning.

There are other theories which account for learning that have become popular within the last two decades--Piaget's Theory of Cognitive Development is a case in point. This theory evolves from a conceptual view of stages of development which are completed in adolescence and is characterized more or less by rigid and inflexible operations.

Summary of Piaget's Stages of Cognitive Development

Sensory - Motor Stage

Age	Characteristics	Activities
0-2 yrs.	Reflexive behaviors	Objects for tracking
	Simple motor functions	Objects for sensory stimulation (tactile, visual, auditory)
	Curiosity and coordination	Tests for object permanency
	Development of object concepts	
	Imitation of models	
	Generation of pleasurable actions	
	Increasing use of language	
	Growth of "mental image" construction	

Preoperational Stage (Preconceptual Thought)

2-4 yrs.	Developing of symbolic functioning	Care in handling toys
	Modes of reasoning involving simple memory, distorted thinking, transductive reasoning present	Concrete toys
	Egocentric	Action-oriented toys
	Immanent justice assumptions	Show-and-tell
	Inanimate objects believed to have life (animism)	Group activities for making things
	Artificialism abounds (everything is designed by man)	Emphasis on language/thought-coordination approach

Intuitive Thought

Age	Characteristics	Activities
4-7 yrs.	Immediate perceptions and experiences	Thinking games (same and different)
	A little egocentrism	Contrasts
	Cognitive advances centering	Classification
	Transductive reasoning	Comparisons
	Realism	
	Concrete actions (actuality)	

Concrete Operations

7-11 yrs.	Decrease in egocentrism	Rule learning
	Logical thinking and reasoning (higher forms)	Sorting, manipulation
	Performance of mental actions	Class trips
	Classification skills	Building activities
	Organizational skills	Skills developed in subject areas
	Reversibility and conservation understood	
	Conceptual property of numbers understood	
	Relationships established	

Formal Operations (Formal Thought)

11-life	Formation of abstract symbolic relationships	Word puzzles, problems
	Hypotheses developed	Experiments
	Analyzation of problems	
	Thoughts about ideas (rational, mature, logical reasoning)	
	Complicated higher-order mental structures present	
	Integration of past intellectual operations	
	Advanced language development	
	Flexible intellectual capacity	

Each stage of development advances the intellect from reflexive endeavors to rational maturity in a systematic orderly form.

Terms Related to Learning

1. Acuity - a level of sensory function that refers to keenness of sight, hearing or touch.

2. Agnosia - the inability to comprehend or interpret information that is received through one of the senses.

3. Analytic Concepts - a type of cognitive style whereby objects are categorized according to their similar components or properties.

4. Assimilation - perceiving and interpreting new information in terms of existing knowledge and understanding.

5. Attention - the ability to concentrate or focus on visual or auditory stimuli for a period of time.

6. Auditory Channel - pertaining to information that is received through the sense of hearing.

7. Aversive Conditioning - a form of learning brought about through the use of punishment or a negative reinforcer.

8. Behavioral Predisposition - a concept which connotes that one has a tendency toward certain behavioral characteristics given certain environmental conditions.

9. Behaviorism - a doctrine emphasizing that organismic activity is a product of conditioning and learning experiences. Emphasis is placed on observable evidence.

10. Behavior Modification - a conditioning technique designed to shape and/or change behavior.

11. Centering - the ability to concentrate on outstanding characteristics of an object while excluding other features.

12. Classical Conditioning - a learning theory wherein the subject responds to a previously neutral stimulus after it has been effectively paired with a stimulus which originally produced the response.

13. Cognition - intellectual activity of an individual. The mental processes involving awareness, judgment, thought and perception.

14. Cognitive Dissonance - inconsistency or conflict in thought, actions, beliefs, etc., resulting in a motivation towards tension reduction.

15. Cognitive Style - the manner in which one organizes information, solves problems, and learns generally.

16. Collective Monologue - egocentric communication characterized by the inability of children to listen effectively to what others are saying.

17. Concept - an abstract idea or mental image formed to represent an object or idea.

18. Conformity - a change in behavior which is in accordance with some specified standard.

19. Convergent Thinking - a mental process involved with gathering information relevant to a problem and then producing a single response to the problem.

20. Creativity - a mental process which allows an individual to operate on a body of knowledge and produce a novel end product or a new form. Imaginative skill is involved.

21. Critical Period - a point (usually early stages) at which strong bonds of attachment are made.

22. Deduction - a process of logic whereby one dervies specific conclusions from general premises through reasoning.

23. Defense Mechanism - a behavioral response designed to enable one to escape anxiety.

24. Differentiate - to mark, see, or show the difference or distinct charactersitics of something.

25. Differentiation - the ability to sort out and use (independently) different parts of the body in a specific and controlled manner.

26. Directionality - the ability to determine the relationship between one object in space and another object. It includes projection of right and left, up and down, fore and aft, and directions from the body out into space.

27. Distractibility - a characteristic often associated with learning disabilities that refers to the tendency to be distracted by extraneous stimuli.

28. Divergent Thinking - a mental operation characterized by the quantity and quality of different and novel responses to a problem or idea.

29. Egocentrism - a style of thinking (in children) that causes difficulty in seeing other's point of view; a self-centeredness.

30. Encoding - that part of the communication process involving the translation of an idea into written, motoric or verbal language.

31. Figure ground: auditory - ability to recognize meaningful differences and be able to pick out specific tones and frequencies from a complex background of sounds.
visual - ability to recognize meaningful differences in objects with varying foreground and backgrounds.
kinesthetic - ability to isolate one body movement voluntarily from the movement of the entire body.

32. Form Perception - the ability to conceive form in all its parts, put it together as a whole unit and break it again into individual parts.

33. Generalization - the tendency, act or process of responding to a related group of stimuli in a similar manner, draw conclusions or show the applicability. At a cognitive level, the ability to find the same generalized properties of otherwise different stimuli.

34. Gifted - that quality of an individual who makes an extremely high score on an intelligence test.

35. Handedness - the choice of the hand or side that leads in all activities.

36. Ideational Fluency - refers to the flow and number of items that an individual can generate.

37. Identification - the process in which individuals perceive themselves as being alike or similar to other people and behave accordingly.

38. Inhibition - the forgetting or blocking out of a learned response.

39. Integration - the pulling together and organization of all the stimuli which contact the organism at a given moment. It involves the typing together of present experiences.

40. Intelligence - a term that encompasses an individual's proficiency in a variety of mental areas including problem solving, vocabulary, number ability, comprehension, etc.

41. Introjection - the process of assimilating the attributes of others or incorporating external values and attitudes into one's own ego structure.

42. Learning - a relatively permanent change in behavior as a result of experience.

43. Learning Disabilities - those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations; such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

44. Long-term Memory - a storage system that enables individuals to retain information for relatively long periods of time.

45. Modality - the sensory system - auditory, visual, kinesthestic and tactile - through which one receives information. That system through which one learns better than through another.

46. Negative Transfer - the interference of a previously learned task with the learning of a new task.

47. Object Permanency - the mental ability that enables one to realize that objects exist even if they are out of the field of vision.

48. Parallel Play - the play exhibited by children between two and four and characterized by egocentrism which is expressed in the inability of children to separate themselves from their own thoughts; playmate interaction is restricted.

49. Perception - a unified awareness derived from sensory processes when a stimulus is presented. It is a sensation or experience which is combined or integrated with previous experiences. Perception is controlled by stimuli that is received and interpreted, memory, etc.

50. Perceptual Constancies - the tendency of an object to remain the same under different viewing conditions.

51. Play - spontaneous behavioral patterns that emerge when one engages in an unstructured activity solely for the pleasure that it offers.

52. Positive Transfer - the condition in which the learning of one task aids in the learning of another.

53. Prehension - the ability to grasp objects between the fingers and opposing thumb.

54. Projective Test - a personality test in which subjects are asked to respond to a standardized set of stimuli and explain what they see. Certain drawing tests are considered projective.

55. Regression - a defense mechanism characterized by the individual's reverting to behavioral responses characteristic of earlier developmental levels.

56. Reinforcement - the process of strengthening a response.

57. Repression - the defense mechanism characterized by the tendency to push from levels of awareness those experiences, thoughts or impulses associated with anxiety.

58. Reversal Learning - the tendency to learn the opposite of what was previously learned.

59. Role - a pattern of behavior one is expected to follow in a given social situation or condition.

60. Rote Learning - the process of learning by memorization without regard to meaning.

61. Schemata - organized patterns of thought such as sensory stimuli, objects and events.

62. Self-concept - the manner in which individuals perceive themselves.

63. Self-esteem - an individual's feeling of personal worthiness.

64. Short-term Memory - the temporary retention of information (usually 30-60 seconds). It is affected by interference and interruption.

65. Socialization - the process of learning how to adapt in a socially approved manner in specific environments.

66. Spatial Orientation - the ability to organize space in terms of distance, size, position, and direction and to determine one's physical relationship to his or her environment in reference to these dimensions.

67. Symbolic Functioning - an act of reference in which a mental image is created to stand for something that is not present.

68. Transductive Reasoning - reasoning from particular to particular without generalization.

69. Trial-and-error Learning - an individual's attempt to find an answer to a problem that has no clear-cut solution.

70. Verbal Learning - a learning situation that involves the use of words as either stimuli or as responses.

71. Visual Channel - all of the processes involved in the visual (seeing) aspects of learning, including sensation, perception, imagery and language.

Levels of Learning and Behavioral Objectives

Behavioral objectives must be attended before the teacher considers how he/she will teach whatever. Cognizance of the importance of levels of skill acquisition before objectives are written must also be considered.

Objectives can be categorized into three major areas--the cognitive, the psychomotor and the affective domains. Understanding of these areas lead logically to attention to levels of learning and behavioral output.

Benjamin Bloom and Associates in Taxonomy of Educational Objectives has simplistically organized intellectual behavior into a hierarchy which enables teachers to identify cognitive behaviors; thus organizing objectives into the type of cognitive behaviors which can be elicited from a learner.

Since this area involves human behavior which deals with activities such as thinking, remembering, recognizing, creating, etc., the taxonomy proceeds from simple knowledge to higher levels of complex mental activity.

These categories are:

1. Knowledge: The memorization (without evidence of understanding) of information. Ability to recall or repeat information presented earlier.

   Examples: Statement of--facts, terms, definitions, ways of doing something, theories, etc.

   Learner Task: Recitation of "The Pledge of Allegiance"

2. Comprehension: The lowest level of understanding characterized by the ability to extrapolate, identify relationships and interpret information into a meaningful form in one's own terms.

   Examples: Paraphrasing, making inferences, translating, implying, etc.

   Learner Task: Translation of a paragraph written in French to English.

3. Application: The ability to apply appropriate techniques for problem solving in unfamiliar situations.

   Examples: Applying rules, principles, skills.

   Learner Task: Predicting the outcome of the rate of growth of a _____(horse) within a one year period.

4. Analysis: The ability to identify relationships, components and principles distinguishing the component parts. The separation of a complex whole into various parts for a comparison or relation to those parts.

   Examples: Distinguishing fact from opinion, relevant and irrelevant, comparisons.

   Learner Task: Comparing the way each motor is made on two different models of Fords.

5. Synthesis: The ability to combine separate elements of knowledge and form a new and unique pattern or whole.

   Examples: Applying knowledge or skill or produce an original product; making an original communication, hypothesis or theory. Creating uses for something.

   Learner Task: Taking a set of data, proposing an original hypothesis, testing the hypothesis based on test results, modifying the hypothesis (using the chemicals sodium/hydrogen and chlorine).

6. Evaluation: The ability to make judgments about the value of an object or idea; form criteria, evaluate, detect fallacies.

   Examples: Opposing arguments, assessing the accuracy of something, estimating the worth of, arguing the value of, judging the efficiency of something.

Learner Task: Giving the pros and cons or assessing the efficacy of using laetril in the treatment of cancer, then evaluating the arguments.

Levels of Learning Tasks Using Specific Behavioral Objectives

Level	Objectives
I KNOWLEDGE	The student will: o Repeat the poem "The Swing" from memory without errors. o Recognize each animal by pointing and saying its name when presented with pictures of different animals. o Label by saying the names of ten body parts when presented with a doll.
II COMPREHENSION	The student will: o Select from ten given selections those which are round. o (After viewing a filmstrip) distinguish between correct and incorrect actions of participants by checking ten correct eating habits to be used. o Choose those characteristics which exemplify the male species by matching all of the pictures given.
III APPLICATION	The student will: o Calculate to the nearest foot the perimeter of the classroom by using a yardstick. o Estimate the amount of cement needed in building a patio step without the use of formal, written arithmetic. o Construct three examples of a compound, complex sentence within a 50 word paragraph.

Level	Objectives
IV ANALYSIS	The student will: o State in writing at least five of the logical fallacies which the author used in presenting his argument favoring the use of the computer. o Diagnose the problem with the electrical wiring and list possible solutions for repair without the use of a manual. o Resolve the difference between the use of the following machines in alleviating pressure by writing a plan for the use of one of the machines. (List two machines.)
V SYNTHESIS	The student will: o Devise an original solution to the problem of transporting water from one container to another by drawing without the use of a manual. o Plan by writing three menus which incorporate the body requirements for balanced meals without the use of food charts. o Tell (using a recorder) an original tale whose elements clearly solve the problem found in the tale "Brer Rabbit."
VI EVALUATION	The student will: o Judge the advantage of the use of the emission control system as compared to the use of a combustion system without emission control using a minimum of three variables in a written report. o Estimate the real worth of the dollar on the foreign currency market through the use of a checklist containing elements of consideration.

Level	Objectives
VI	o Predict three out of four weather forecasts based on charts, graphs, and a film showing weather conditions.

The headings under the cognitive activities flow from simple concrete processes to abstract complex intellectual behaviors.

The Psychomotor Domain

This domain is an area which has as a focal point the neuromuscular system. It deals with the coordination of skeletal muscles and physical activities requiring performing, constructing, manipulating or any related muscular action believed to ensue from prior conscious mental activity. Physical skills relating to athletics, performing arts, speaking, writing and the manipulation and/or operation of machines are included. Jerrold E. Kemp and others have suggested a grouping for these activities:

1. Gross Bodily Movements

	Examples:
arms	a. throwing a ball
shoulders	b. lifting heavy objects
feet	c. diving in a pool
legs	

2. Fine Coordination Movements

	Examples:
hand-fingers	a. crocheting
hand-eye	b. threading a needle
hand-ear	c. typing
hand	d. driving a truck
eye	e. reading music/playing piano
foot	

3. Non-verbal Communication

	Examples:
facial expressions	a. painting
bodily movements/positions	b. pantomiming
gestures	c. gesturing directions
	d. showing facial emotions

4. Speech Behavior

projecting/producing sound
coordinating sound/gestures

The behaviors in the psychomotor area are essential for meeting the objectives of the cognitive domain. These behaviors are readily observable; hence, they can be described and easily measured.

E. J. Simpson has provided a starting point for creating a systematic mechanism (i.e., taxonomy) for categorizing objectives in the psychomotor domain:

Perception is identified as the first step in performing a motor task. This process of becoming aware of objects, qualities, or relations through the sense organs, is the focal point of the situation--interpretation--action chain leading to a motor activity.

Set involves a preparatory adjustment relating to actions, processes, experiences or skills. Identified aspects include physical, mental and emotional dispositions.

Guided Response is characterized as an initial step in the early development of a motor skill. The abilities that are components of the more complex skills are emphasized. The overt behavioral act of one individual under the guidance of another can be defined as a guided response.

Mechanism is an achievement level characterized by confidence and skill in the performance of a task (act). In appropriate situations, the act becomes an habitual part of possible responses to stimuli.

Complex Overt Response is a level of performance characterized by complex motor acts that are carried out with smooth, efficient movement patterns while expending a minimum of energy and time.

The psycho-motor domain, then, can aid teachers in their program planning by viewing movement as an essential area of objective development.

The Affective Domain

The affective domain is that area of behavior which deals with attitudes, values, interests, motives, characterizations, likes and dislikes, appreciations and other emotions.

Affective behaviors are internalized and therefore quite difficult to measure; hence, behaviors that indicate goal accomplishment must be observed.

Bloom, Krathwohl and Masia have developed a hierarchy of objectives in the affective domain, Taxonomy of Educational Objectives:

E. Characterizing by a Value

D. Organizing

C. Valuing

B. Responding

A. Receiving

A. Receiving

This is receiving or attending to something, thereby demonstrating awareness of some environmental stimulus which will be given attention and accepted.

Example: Student listens to an announced sale.
Select
Share
Accept
Accumulate

B. Responding

Reception of stimuli causes an active response which may be voluntary or involuntary. Some form of participation occurs.

Example: a. Student obeys traffic regulation
b. Student volunteers an answer

Active Verbs (responding)
Comply
Approve
Volunteer
Discuss
Follow
Seek
Practice

C. Valuing

This action is characterized by a willingness to accept an event, prefer an event and/or be committed to an event through the expression of a positive attitude.

Example: a. Student aids in planning a party and activities
b. Student contributes clothing to the "Needy Basket"

Affective Verbs (valuing)
Help
Assist
Support
Organize
Argue
Protest
Aid

D. Organizing

The prioritizing of different values, organizing and identifying inter-relationships. New values may be the outcome.

Example: a. Student saves money for something special rather than buy ice cream or go to a movie
b. Student makes judgments about his responsibilities at home

Affective Verbs (organizing)
Organize
Determine
Compare
Develop
Define
Formulate

E. Characterization by a Value Complex

This level is characterized by consistent actions in accordance with beliefs/values which affect total behavior and become a part of the total personality.

Example: a. Student continues to be actively involved with scouting
b. Student refuses to try techniques which have proven limitations for him/her

Affective Verbs (characterization)
Continue
Revise
Change
Accept
Resist
Avoid

These five areas are difficult to assess and should be refined in order to find indicator tasks to identify the behaviors.

Each of the three domains are related in that objectives will involve more than one domain. Successful learning in programming of the cognitive and/or psychomotor areas must consider attitudinal development in order to have individualized educational programs successfully implemented.

General Instructional Objectives - Psychomotor

Assembles Specific Model
Builds Tower
Changes Tire Correctly
Cleans Sewing Machine
Composes System
Connects Dots
Constructs Model
Designs Plan by Drawing
Dismantles Model
Draws Accurate Reproduction
Drills One-Inch Hole
Fastens Hooks
Grinds Seeds, Beans
Grips Handles
Manipulates Temperature
Measures Length
Mends Clothing
Mixes Ingredients
Nails Boards
Operates Mower Safely
Paints Furniture
Performs Dance Correctly
Repairs Electric Tool
Sands Board
Scales Wall
Sets Up Equipment
Sews Seam
Sharpens Blades
Sketches Design
Types at 20 Words Per Minute
Weighs Items
Wraps Sandwiches
Writes Legibly

General Instructional Objectives - Cognitive
(Based on Bloom's Taxonomy of Educational Objectives)

Knowledge

Defines Common Terms
Describes Basic Concepts
Identifies Methods
Labels Specific Parts
Lists Basic Procedures
Matches Terms with Definitions
Names Each Component
Outlines Specific Procedure
Reproduces Basic Design
Selects Appropriate Color
States General Principle

Comprehension

Converts Table of Measurement
Distinguishes between Fact and Opinion
Estimates Amount of Money
Explains Specific Reasons
Gives Examples of Principles
Interprets Charts, Graphs
Justifies Methods and Procedures
Predicts Future Consequences
Rewrites Written Material
Summarizes Verbal Material
Translates Languages

Synthesis

Categorizes Ideas, Concepts, Theories
Composes Speech, Art Work
Creates--Music, Poems, Stories
Designs Plan for Scrutiny
Formulates New Schemas, Events
Generates Creative Ideas
Integrates Learning from Different Areas into a Specific Plan
Modifies Existing Ideas, Events
Proposes Various Plans for Experiments
Reorganizes--Plans, Areas
Revises Rules, Ideas, Plans
Summarizes Pertinent Features of Ideas, Plans, Theories

Evaluation

Appraises the Value of a Concept, Idea, Fact, etc.
Compares/Contrasts--the adequacy of an Idea, Theory, Plan, etc.
Criticizes the Efficacy of a Report, Idea, Plan, etc.
Evaluates the Value of a Work of Art, Music, Writing
Judges the Logic of an Idea, Event, Plan, Theory, etc.
Justifies the Value of an Idea, Plan, etc.

Application

Applies Concepts, Theories to New Situations
Computes and Solves Mathematical Problems
Constructs Charts and Graphs
Demonstrates Correct Use of Specific Procedure
Manipulates Procedures to Produce Changes
Modifies Formulas to Produce Desired Results
Operates Object Based on Previous Information
Predicts Outcomes of Tests
Prepares Overviews

Analysis

Analyzes Organizational Structure of a Work (Art, Music)
Diagrams Basic Concepts
Differentiates Logic in Reasoning
Discriminates Facts from Inferences
Identifies Unstated Assumptions
Illustrates Relevant Components
Outlines Specific Components
Points Out Relevant Features
Separates Irrelevant Data
Subdivides into Component Parts

General Instructional Objectives - Affective
(Based on Krathwohl's Taxonomy of Behavioral Objectives)

Receiving

Accepts Differences in Viewpoints
Asks Questions Concerning Idea, Object, etc.
Attends to Specific Activity
Chooses Specific Item
Follows Instructions
Listens Attentively
Points to Pertinent Features
Replies to Requests
Selects Appropriate Item, Activity, etc.
Shows Awareness of Object, Idea, etc.

Responding

Assists in Performing Activity
Complies with Requests for Participation
Conforms to Rules, Standards
Greets and Shows Interest in People, Ideas, Objects
Obeys Rules
Participates in Discussions
Practices Skills
Volunteers for Special Activities

Valuing

Completes Specific Assignments
Demonstrates Appreciation for Literature, Art, Music, Drama
Demonstrates Beliefs in Ideas
Follows Examples, Ideas
Forms Strategies to Improve
Initiates Program Activities
Reports Specific Ideas
Proposes Specific Solutions
Shares Specific Ideas

Shows Concern by Proposing Alternatives
Shows Concern for Others
Studies Using Problem-Solving Attitude

Organization

Accepts Responsibility for Behavior
Adheres to Specific Teachings
Arranges Plans for Expression of Abilities, Beliefs, Interests
Balances Freedom and Responsibilities
Combines Plans Systematically
Formulates Plans, Ideas, etc.
Generalizes by Accepting Strengths and Weaknesses
Integrates Teachings
Modifies Behavior to Conform
Organizes Approaches to Solve Problems
Prepares For and Accepts Responsibility
Synthesizes Ideas into Workable Activities

Characterization by a Value or Value Complex

Displays Independence and Self-Reliance
Displays Safety Habits
Influences Others to Engage in "Good" Habits
Maintains Good Citizenship
Performs Safety Conscious Activities
Practices Punctuality, Industry, Self-Discipline
Proposes Cooperation in Activities
Questions and Maintains Objective Approaches
Use Objectivity in Solving Problems
Verifies Answers

Verbs used in objectives can be used as a classification technique (under various headings) in the cognitive domain:

Levels of Using Verbs

Knowledge		Comprehension	
Arrange	Quote	Classify	Pick Out
Copy	Recall	Choose	Recognize
Define	Recite	Describe	Reorganize
Label	Recognize	Discuss	Report
List	Repeat	Explain	Restate
Locate	Say	Express	Review
Match	Select	Identify	Select
Memorize	State	Indicate	Tell
Name	Tell	Locate	Translate
Order		Organize	
Place			
Press			

Application	Analysis	Synthesis	Evaluation
Apply	Analyze	Arrange	Appraise
Calculate	Appraise	Assemble	Argue
Choose	Calculate	Compose	Assess
Combine	Categorize	Create	Attach
Construct	Compare	Design	Choose
Demonstrate	Contrast	Devise	Compare
Dramatize	Criticize	Formulate	Defend
Estimate	Detect	Invent	Estimate
Figure	Diagnose	Manage	Evaluation
Find	Diagram	Modify	Judge
Illustrate	Differentiate	Organize	Predict
Interpret	Discriminate	Originate	Quality
Operate	Examine	Plan	Rate
Practice	Experiment	Prepare	Score
Schedule	Identify	Produce	Select
Sketch	Question	Propose	Support
Solve	Resolve	Set Up	Value
Use	Test	Verify	
		Write	

Learning Styles

Some methods of learning are more effective, efficient and appropriate for a given learner than are others. A child has preferences for one or more sensory channels in aiding skill acquisition. Input from sensory stimuli, processing, integration and interpretation of sensory data affects the way a child learns. Information (stimuli) is recieved through one or more sensory channels. These are:

1. Visual - learning through the eyes (seeing).
2. Auditory - learning through the ears (hearing).
3. Haptic/tactile - learning by touching and manipulating (feeling).

Information is processed according to the impact of presentation modes on sensory systems; hence, a child's best way of learning. Louisa Cook, an educational specialist at the School Problems Clinic, New England Medical Center has postulated this definition of learning style:

> "Learning style is the way or ways a youngester learns best, generally and specifically. It refers to his preferences regarding format of presentation, rate of presentation, and avenue of presentation; it refers to the physical environment he prefers, the social conditions he prefers, and the incentives he needs to put forth his best effort."

Learning can also be expressed through various "output" modalities. The use of the auditory modalities is expressed in oral responses; some children write or draw as an expression of the visual modality (visual-motor); still, others model their responses, thereby preferring the hapitc modality.

Some considerations of learning style should include:

1. The kind of activities suitable for a given modality or preference (input, output).
2. The intellectual capacity and ability of the child.
3. Areas of particular competence and deficits (i.e., academic, motoric).
4. The time of greatest productivity (i.e., morning, noon, evening).
5. Deficit area information for remediation purposes.
6. Attention span characteristics and schedules.
7. The reinforcement criteria necessary for performance.
8. Physical environment needed for optimum growth.
9. Environmental stimulation needed (level, type).
10. Motivating forces and expectancies needed for optimum performance.
11. Preferred instructional activities and assignments.
12. Teacher attitudinal stances needed for growth.
13. The use of a variety of techniques within a preferred modality.
14. The format of the instructional presentation.
15. Evaluation modality needed to clearly demonstrate mastery of a skill.

Intellectually Directed Styles

(Social Approaches)

Learner Characteristics*	Instructional Provisions
Works alone	Learning carrells
Works quietly	Frequent library use
Visits library	Individual assignments
Avoids Roleplay	Learning stations
Handles long-term assignments	Learning contracts
Completes assignments	Learning activity packets
Avoids group participation	Individual projects
Avoids extracurricular activities	Independent reading activities
persists at a task	Home assignments
	Promote group activities not involving leadership

Emotionally Directed Styles

Chooses art activities	Plays, creative dramatics
Care for plants and animals	Music groups
Enjoys aesthetic projects	Story telling
Enjoys informal activities and performances	Individual/group Activities for Arrangements
Cooperates in projects	Art objects
Is not contest oriented	Riddles
Is environmentally stimulated	

Structured Styles

Needs scheduling	Time schedules
Needs consistency in programming	Tests requiring single responses or specified answers
Needs clear directions and instructions	Experiments with specific outcomes
Engages in convergent thinking	Reinforcement, continuous checks
Must be given specific assignments	Specific examples of assignments
Goal-setting must be realistic	Systematic scheduling of assignments
Works well with homogeneous groups	Simple experiments
Is satisfied with status quo	

Open Structured Styles

Learner Characteristics	Instructional Provisions
Has many interests	Puzzles
Moves from one activity to another (without completion)	Riddles
Assignments not done on time	Brain Teasers
Long-term assignments usually not done unless deadline given	Brainstorming sessions
Procrastinates	Discussions/planning sessions
Likes written assignments	Written assignments
Difficult in carrying out tasks	Short-term reports
Needs more structure	Social interaction assignments
Good verbal skills	Interviews, debates

Slowly Paced Styles

Works slower than average	Simple directions with realistic assignments
Task incomplete in prescribed time	Short-step assignments
Needs directions repeated and given in small steps	No long-term assignments
Is frustrated by timed tests and/or assignments	Use typewriter for some written assignments
Works with deliberation	Use informal tests and inventories
May daydream	

Rapidly Paced Styles

Works Rapidly	Give speed tests in mathematics, spelling
Dislikes proofreading checking work	Uses learning stations, packages
Enjoys physical activity	Use audio-visual aids with specific followup assignments
Must have enough work to do	Make keys for self-checking assignments
Short, intense attention span	Give series of short-term assignments
Prefers short-term assignments	
Is bored with non-challenging, slow instructional methods	

Social Styles

Works well in groups	Teach through use of games
Leads many activities	Structure assignments
Doesn't settle to quiet study very easily	Get student "started" on a task
Has trouble starting tasks	Learning stations, packets
Enjoys "fun" assignments	Audio-visual aids
Learns by watching	Riddles, puzzles
Participates in group activities	Physical activities

*Learner Characteristics Adapted from Data Bank Guide Learning Styles, Mainstreaming Midly Handicapped Students into the Regular Classroom, Education Service Center, Region XIII, Austin, Texas, 1975.

Presentation Modes

(Cognitive Approaches)

Visual Channel

Medium	Use
Maps: riddles, questions, mazes, puzzles	tracing points, completions, comparisons, drawings
Magazines: captions, emotion riddles, picture stories, movies (roller)	reports, comparisons, pastings, picture words
Posters: book jackets, labels, advertisements	art activities, math assignments
Letters: postcards, rebus messages	personal messages
Greeting Cards: personal messages	
Flash Cards: phonics, picture clues	look-say, context clues
Pamphlets: child-made, reading assignments	advertisements, recipes
Newspapers: "find-the-word," configuration clues	make-your-own, sight words
Comics: sequencing, comprehension, comparisons	captions, picture stories, contrasts
Transparencies: sequencing, spelling, experiments	advertising, shows (animal), drawings
Filmstrips/slides: make-your-own (scholastic kits), presentations	

Medium	Use
Cooking/sewing: any curricular area	
Pictures/pictograph: rebus stories, spelling, reading	drawing assignments
Scientific Experiments: assignments, presentations	
Filmstrips/films/slides: "make-your-own, oral assignments, learning stations	captions, messages, reports
Bulletin Boards: stations, puzzles	announcements, manipulations
Role Playing: storytelling, language, reports	riddles, animal behavior, plays
Television: home assignments, reading along script	reports, comparisons/contrasts
Pictures: sequence, oral stories, riddles	captions, emotions
Toys: All curricular areas	
Shape Cards: mathematics, body parts, comparisons	completions, fill-in, tracing
Dominoes: all curricular areas	
Cameras: all curricular areas	
Straws/cups (paper): drinking, counters, art activities	holder, candle holder, telephone
Paint: all curricular areas	
Dominoes: all curricular areas	
Fruit: art activities, size shape, weight activities	mathematics

Medium	Use
Dolls with Clothing: body parts, zipping/tying, stringing, buttoning	clothing parts, dressing
Clay: all curricular areas	
Typewriter: all curricular areas	
Cameras: all curricular areas	
Puppets: many curricular areas	
Globe: games--"can you find?" social studies	
Cut-outs (flannel or other): all curricular areas	

Tactile/Kinesthetic

Beads/marbles/blocks: all curricular areas	
Object-touch: mystery bag, temperature/texture, weight/length/distance	descriptions, comparisons,
Pantomimes: role playing, riddles, spelling movements (alphabets), comparisons/contrasts	plays, animals
Exercises: follow directions, letter games--rhythmic movements	copying
Dioramas: reading assignments: main idea, sequence, main characters, colors, configuration	
Cutting (scissors): collages, pastings, clothing	configuration, letters, pictures

Medium	Use
Drawings/pasters/pictures: all curricular areas	
Graphs/timelines: mathematics, other comparisons/contrasts	maps
Painting/maps: relief, reading assignments	language arts
Models: electrical objects, curricular areas, comparisons/contrasts	building, animals
Writing: letters/shapes, word problems, spatial concepts	reading, arithmetic, spelling

Auditory Channel

Radio/television:	comparisons/contrasts, reading assignments
Tape Recorders/audio-tapes:	reading assignments: recordings, listening, main ideas, sequencing, tell-the-story, spelling
Records: all assignments	
Discussions/debates: group	teacher
Choral Reading/concerts: reading, presentations, comparisons/contrasts	language
Panel Discussions: curricular areas	
Plays: presentations, story interpretaions, child-made, round robin	
Brainstorming: "how-many uses?" "how-many names," etc.	

Medium	Use
Reports: oral	
Questions/answer: all curricular areas	
Interview Techniques:	reading assignments, social studies
Lectures: all curricular areas	
Music:	interpretations, listening assignments
Student Groupings:	aiding other students in oral assignments class teaching
Piano: all curricular areas	
Language-master: all curricular areas	
Rhythms: spelling, games	arithmetic, motor activities

APPENDIX C

MANAGEMENT/BEHAVIOR

Programming is a process of gearing the curriculum, instruction and interactions to meet needs, interests, and abilities of individual pupils. The most important objective of programming is to release the potential in the individual learner. Specific planning for each child would include:

- an assessment and considerations of the cognitive, social, psycho-motor, and emotional needs;
- consideration of learning styles and performance levels;
- the fostering of positive self-concepts;
- provision for physical constraints;
- materials and equipment to be used;
- evaluation strategies to be used;
- opportunities for individual interests/pursuits;
- consideration of the uniqueness of perceptions, values, concepts and sensitivity to needs;
- a variety of strategies for achieving individual/specific objectives;
- organizational strategies to enhance individuality.

Preparation procedures for implementing a program would involve the combining of humanistic approaches with competent strategies to include:

- the ability to identify interrelated elements of normal child growth and development;
- the recognition of teacher attitudes as important variables for pupil success;
- the ability to identify goals and objectives from appropriate assessment actions
- skills in assessment and programming
- skill in use of task-analysis

- skill in planning for a variety of abilities and disabilities:
  - verbal
  - non-verbal
  - learning disabilities
  - other (non-categorical) groups
  - mobile - immobile
- skill in organizing
- skill in managing the curriculum for various developmental levels
- the ability to prescribe motivational strategies that enhance self-discipline
- the ability to prepare/use multi-level, multi-modal, multi-sensory assignments/materials
- skill in using record-keeping techniques
- skill in constructing learning stations, packets, projects, contracts, and other individualized assignments
- strategies for parental program involvement
- classroom mainstreaming techniques
- skill in providing and using various disciplinary models and techniques
- techniques in using tutors and other multi-age assistance
- skill in providing a variety of resources in program development (neighborhood, field trips, home projects, etc.)
- a thorough understanding of the psycho-social implications involved in teaching and learning approaches (affective domain-attitudes, emotions)
- skill in formally and informally assessing students and incorporating this skill into programming
- skill in the use of flexible grouping patterns
- provisions for independent home-based tasks and study

- o skill in the preparation and use of evaluative strategies for assessment of the IEP;
- o skill in developing teacher-made materials including;
  - pupil contracts
  - specialized projects
  - educational games
  - learning stations/centers
  - learning packages
  - programmed packages
  - individualized home/school assignments
- o skill in the use of parents in the implementation of the IEP
- o skill in providing a milieu which is conducive to learning

Classroom Management Glossary of Terms

1. Aberration - A departure from the normal or typical.
2. Aggression - Hostile actions that cause fear or flight, or that failing, brings the aggressor into forceful contact.
3. Anticipation - The noting of types of stimuli, behaviors that cause behavioral changes; the behavioral set for specific change.
4. Antiseptic Bouncing - The removal or restraining of a child by allowing him to "save face" with classmates and sparing the teacher the problem of dealing with the behavior. The child is removed from the class by a counselor, social worker, etc.
5. Approximate - To come close to or nearly correct or exact.
6. Avoidance - The presenting of aversive conditions as a consequence of the child's learning to avoid a situation. The situation to be avoided is presented or paired with an aversive condition.
7. Behavior Modification - A change in behavior elicited by reducing aversive behaviors.

8. Cognitive Dissonance - Inconsistent or contradictory cognitions which exist simultaneously for a person, unclear perceptions usually result.

9. Compensation - Devotion to a pursuit with increased vigor to make up for feelings of inadequacy (real or imagined).

10. Conflict - Simultaneous functioning of opposing or mutually exclusive impulses, desire or tendencies.

11. Conversion - The expression of emotional conflicts through muscular, sensory or bodily symptoms of disability, malfunctioning or pain.

12. Counteraction Need - A need, following failure, to strive again and to overcome weakness.

13. Counting - A time limit, wherein expected responses are recorded.

14. Cueing - Aiding a child to remember to perform a specific act, at a specific time by a systematically reminding before the action takes place (rather than after an incorrect response).

15. Defense Reaction - Any activity, thought or feeling designed to close out awareness of an unpleasnat act; arousing fact; or anything that threatens self-esteem.

16. Discrimination - Helping a child differentiate one correct behavior rather than another (under certain conditions).

17. Displacement - A substitute activity (differing) resorted to when the usual response to a situation is blocked or prevented.

18. Diversion - Distracting the child from objectionable pursuits by directing his attention toward more desirable activities.

19. Dynamism - A persisting or enduring mode of behavior that brings (temporarily) satisfaction or relief of tension.

20. Extinction - Stopping an aversive action or behavior by arranging unrewarding conditions; hence, the child receives no reinforcement.

21. Fear Reduction - Gradual exposure to a feared stimulus or situation is presented to the child to increase acceptance while the child is comfortable and secure.

22. Frustration Tolerance - The ability to deal with difficulties thereby achieving goals in the face of obstacles without giving up.

23. Hurdle-Help - Relieving frustration and anxiety of a child to help him/her solve a problem; misbehavior is not the focus.

24. Hypodermic Affection - A sudden additional quantity of affection which a child not necessarily warranted but may aid in controlling an outburst.

25. Incompatible Alternative - Alleviating a behavior by rewarding an alternative behavior that is inconsistent with the desired behavior or which cannot be performed at the same time as the undesired behavior (i.e., making a child (who litters) the captain of the clean-up committee).

26. Interest Boosting - A technique of showing interest in a task the child is performing in order to renew interest and cause completion of the task.

27. Intermittent Reinforcement - The gradual or decreased frequency of rewarding a correct behavior. The child is encouraged to continue the desired behavior with few or no rewards.

28. Internalization - The adoption of an attitude as one's own.

29. Modeling - Allowing a child to observe the performance of a desired behavior in order that the child will be able to perform the observed activity.

30. Negative Reinforcement - Alleviating a behavior by arranging a way to terminate a mild aversive situation immediately by improving the behavior.

31. Operant Learning - A form of learning wherein the organism becomes progressively more likely to respond in a given situation with the response which, in similar situations, has brought about a satisfaction.

32. Other-Directed Person - One who wishes to be loved and esteemed by others.

33. Physical Restraint - Should not imply physical punishment; removing a child from aversive involvement; holding a child in temper outburst; seizing a child to remove a dangerous article. The teacher's actions are protective rather than counteraggressive.

34. Planned Ignoring - A conscious, intentional ignoring of a behavior to diminish the frequency of the behavior.

35. Positive Reinforcement - The rewarding of a behavioral performance in order to improve or increase the likelihood of recurrance of the behavior.

36. Regrouping - The removal of a child from one setting to a more manageable setting.

37. Proximity Control - Controlling children's impulses by direct movement close to the child, touching in a friendly manner.

38. Restructuring - The changing of an activity when there is an obvious lack of interest, restlessness, etc.

39. Satiation - Alleviating a behavior by allowing a child to continue (or insist on his continuing) an undesirable behavior until he tires of it.

40. Self-Actualization - The processes of developing one's capacities and talents.

41. Signal Interference - A preventive measure characterized by cues from the teacher to a child (e.g., stare, tapping, pointing) in order to help a child gain control.

42. Substitution - (operant conditioning) The reinforcement of a previously ineffective reward by pairing it (presenting) in close proximity before or after presenting an effective reward.

43. Successive Approximation - The teaching of an unfamiliar skill or behavior and rewarding successive steps toward the final behavior.

The following information might be used in planning an effective management program.

Development of Behavior

1. Successive Approximation - The teaching of an unfamiliar skill or behavior and rewarding successive steps toward the final behavior.

2. Modeling - Allowing a child to observe the performance of a desired behavior in order that the child will be able to perform the observed activity.

3. Cueing - Aiding a child to remember to perform a specific act, at a specific time by a systematically reminding before the action takes place (rather than after an incorrect response).

4. Discrimination - Helping a child differentiate one correct behavior rather than another (under certain conditions). Correct appropriate responses are rewarded.

Strengthening Behavior

1. Positive Reinforcement - The rewarding of a behavioral performance in order to improve or increase the likelihood of recurrence of the behavior.

Maintainance of Behavior

1. Substitution - (operant conditioning) The reinforcement of a previously ineffective reward by pairing it (presenting) in close proximity before or after presenting an effective reward.

2. Intermittent Reinforcement - The gradual or decreased frequency of rewarding a correct behavior. The child is encouraged to continue the desired behavior with few or no rewards.

Modification of Behavior

1. Avoidance - The presenting of aversive conditions as a consequence of the child's learning to avoid a situation. The situation to be avoided is presented or paired with an aversive condition.

2. Fear Reduction - Gradual exposure to a feared stimulus or situation is presented to the child to increase acceptance while the child is comfortable and secure.

Alleviation of Inappropriate Behavior

1. Satiation - Alleviating a behavior by allowing a child to continue (or insist on his continuing) an undesirable behavior until he tires of it.

2. Extinction - Stopping an aversive action or behavior by arranging unrewarding conditions; hence, the child receives no reinforcement.

3. Incompatible Alternative - Alleviating a behavior by rewarding an alternative behavior that is inconsistent with the desired behavior or which cannot be performed at the same time as the undesired behavior (i.e., making a child (who litters) the captain of the clean-up committee).

4. Negative Reinforcement - Alleviating a behavior by arranging a way to terminate a mild aversive situation immediately by improving the behavior.

SPECIAL MANAGEMENT TECHNIQUES FOR TEACHERS

Humor

To really surprise students, try using a little humor. The teacher's response is usually incompatible with expectations. This humanistic gesture can relieve pressure and show teacher security.

Tape Recorder

Record yourself and analyze the tape on your way home. Being cognizant of your verbal interactive style can lead to improvements.

Grandma's Rule

Many behaviors in which a child will engage can be used to reinforce those behaviors in which he will not readily engage. The teacher must require the less preferred activity before the more preferred activity is allowed (must eat your spinach before dessert).

Silence/Non-verbal Cues

Don't let silence frighten you. This can be a powerful tool toward getting attending behavior. Other techniques include:

- placing fingers to lips
- looking at watch
- holding chin in hands
- staring, looking intently
- tapping foot, finger, pencil
- turning away from class
- folding arms
- placing hands on hips
- shifting weight
- snapping, clapping
- cutting off lights
- biting lips
- stopping abruptly and staring
- looking at floor
- directing with finger

Ignoring

Behavior that is not reinforced or rewarded will usually diminsh.

Removing Seductive Objects

This is a preventive measure. Objects that precipitate aversive behaviors should be placed "out of sight, out of mind."

Routines

All classrooms need structure. The amount is dependent upon the type of behaviors the children possess. Security is needed by many children and can be provided by the establishing of routine activities.

Cueing

This technique is a signal from the teacher to the child to help the child's control. This technique can be used to allow students time to prepare for questions or other contributions.

Diversion

This technique is designed to distract students from objectionable behavior and directing attention to desirable actions/activities.

Subtle Intervention

Many times teachers overreact to many forms of misbehavior. Drastic measures are sometimes taken when a cold stare would suffice. The goal is to aid the student to become more self-directed and to be responsible for his/her own behavior.

Redl's Life-Space Interview Techniques

These techniques give situational assistance or "on the spot" first-aid attention to misbehavior. The teacher assists by manipulating environmental barriers which thwart pupil progress.

Counting Time

Set limits by expecting certain behavioral responses. If you don't get the desired response (without adding an "or else"), look at your watch, clock and say I will take the amount of time from you that you are taking from me. (This technique should be explained before a situation arises wherein it is used.)

Peer Pressure

Setting class and individual standards will allow classmates to aid in disciplining themselves and others. This technique should not be used in a hostile manner.

Removal to Reduce Anxiety

Having a child go to the lavatory and put cold water on his face can help calm him/her and allow the situation to normalize. Be certain that removals do not destroy rapport or self-concept.

Giving Permission

Openly "permitting" a behavior sometimes allows the behavior to become ineffective and children's interests are lost. If a child wishes to use profanity, tell him/her it is fine but it must be done in places where no one can hear it (except the child).

General Tidbits

1. Try to understand why a child behaves in a certain manner.

2. Vary the levels of interest during lessons.

3. Try to empathize rather than criticize unnecessarily.

4. Learn behaviors that are age-appropriate.

5. Find something positive to say about a child that usually gets your negative remarks.

6. Use interest inventories in order to meet specific needs.

7. Use field trips as learning experiences rather than as a reward for the "good" children.

8. Allow the class to aid with discipline rather than try to handle all of the discipline yourself.

9. Try to be humanistic in your approaches.

10. Remember, if lessons are not interesting, children will find something else to bring stimulation.

11. Don't be afraid to have class standards; the children can help set them.

12. Send a note home when the child has done something positive. Parents appreciate the gesture and the child will be exceptionally happy that he is reinforced for acting or doing something acceptable.

13. Constantly evaluate and reevaluate your methods, strategies, and techniques; never be afraid to change if something is not working.

14. Learn to enjoy the children in order not to think of teaching as drudgery.

15. Use incomplete stories or situations whereby the message you wish stressed is incorporated. The children can supply the best ending.

16. Use pictures showing good and bad situations. The children can react in small group or class situations.

17. Role playing of easy and difficult situations that children must confront in the classroom, lunchroom, playground, halls, etc., can be helpful in changing behavior.

18. Camera shots of good behaviors exhibited appropriately can be helpful.

19. Taping good things someone said about another can help build self-concept.

20. Glasser's circles and other techniques can help children have a responsibility to the group.

21. Set the kind of example you wish the children to model. You can say that the children should treat you as you treat them.

Steps to Developing Desired Behavior

1. Define the behavior in observable/measurable terms.
2. Determine your objective for change.
3. Decide how you will evaluate and record behavioral changes and teacher attempts to modify the behavior.
4. Determine observation and recording length, time, etc.
5. Gather baseline data in order to show change.
6. Identify motivators and reinforcers for the child.
7. Decide what the reinforcement schedule will be.
8. Structure the environment for success.
9. Begin your program/procedure.
10. Count and record progress.
11. Chart the progress.
12. Review, evaluate and make the necessary revisions.
13. Maintain the achieved behavior with intermittent reinforcement and the use of intangible rewards (i.e., praise, smile, hug, etc.).

Reinforcement for Behavior

Social Reinforcers

Praise:

Good	That's interesting
That's right	Thank you
Excellent	I'm pleased

Praise (continued):

Exactly	That was first class work!
Good job	You really pay attention!
Good thinking	That shows a great deal of work!
That's clever	Now you have the hang of it!
I like that	You did a lot of work today!
Great	That's quite an improvement!
Good for you	I'm very proud of you today!
Not bad	Nothing can stop you now!
Super	You should show this to your father!
Fantastic	Show Grandmom your picture!
Fine	You really outdid yourself today!
Marvelous	I'm happy to see you working like that!
Perfect	Boy, your brain is in high gear today!
Congratulations	You're working beautifully today!

Expressions:

Smiling
Winking
Nodding
Laughing
Clapping
Blowing Kisses

Contact:

Touching
Hugging
Hold hand
Sitting in lap
Shaking hand
Patting head/ shoulder
Walking together
Sitting together
Eating together
Playing games
Sharing
Touching elbows

Activity Reinforcers:

Games
Trips
Messengers
Goody Bags
Grab Bags
Pinatas
Answering Telephone
Cleaning Blackboard
Listening to Records
Extra Playground Time
Making Bulletin Boards
Caring for AV Equipment
Collecting Cookie Money
Looking or Filmstrips
Helping Custodian
Sitting with Friend
Working in Special Spot
Helping a Friend
Free Time
Knitting
Leading Games
Crocheting
Taking Attendance
Caring for Plants
Caring for Animals

Token Reinforcers:

Certificates
Points
Stars
Stamps
Happy Notes
Chips
Coins
Special Colors
Name Pins
Desk Signs
Buttons
Blue Ribbons

An Aid to "Changing" Behavior

In order to modify behavior and find alternatives to threats, yells, "punishment," medication," exclusion and occasional jerks, the teacher will have to observe the behavior to be altered.

1. Observed behavior

_____

_____

2. When behavior occurs (and how often)

_____

_____

3. (Seeming) reinforcer

_____

_____

4. Initial reaction to behavior

_____

_____

5. Positive reinforcement to be used

(a) _____

(b) _____

(c) _____

Date	Teacher Behavior (Reinforcement)	Child Behavior
	(nod, smile, gave token, other) 1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____	_____ _____ _____ _____ _____ _____ _____ _____

Behaviors Causing a Loss of Control

Child Behavior	Event Causing Loss of Control	Alternatives

Charting Behavior

Description of behavior: _____

_____

_____

_____

Date	Time of Observation	Total Time Behavior Occurred	Teacher Effort	Effectiveness		
				+	-	None

General Classroom Management Tips

Things to Think About

Think about:

- what you say when you think a child has been "disrespectful" to you (yelling, smark alecky, etc.).
- how you handle people who "pick" on other children (call names, hit, talk about, etc.).
- what you say or how you handle a child who gets out of his seat at inappropriate times.
- how you react and what you say when children refuse to do their work.
- what you do or say to children who are unfriendly and/or disrespectful to others.
- how you handle children who are unacceptable to classmates because of body odor or unclean clothes; how is the class handled?
- what you do when you realize you have falsely accused a child.
- what you do or say when you suspect a child has stolen something.
- how you handle your class members who have been disrespectful to another teacher, custodian, principal, etc.
- what you say, how you react when your class has "really been super."
- the kinds of reward systems operating in your classroom.
- the kinds of negative reinforcement tactics employed and their effectiveness.
- how you introduce a child with a specific exceptionality.
- how you handle children who laugh at, tease, etc. those with specific exceptionalities.
- how you model the "self" you wish the class to emulate.

Things Teachers Do to Make Children Feel Like Somebodies

A. Trying to understand why the child acts as he does

B. Having empathy for child and problems

C. Positive teacher talk

D. Knowing children's characteristics individually and group

E. Pointing up positive things about children rather than dwelling on the negative

F. Study children first, then vary methods to suit child

G. More humanistic

H. More innovative in presentation to motivate children

I. Use interest inventories and sociograms

J. Plan leadership and followship activities for children

K. Take children on trips, to exhibits, etc.

L. Visit child's home

M. Praise child for accomplishments--no matter how small

N. Know when to refer child to proper person or agency when teacher is unable to handle problem

O. Consider varying interests when planning school program

P. Wise use of conferences to help child

Q. Let's talk it over sessions

R. Set class standards; revise if necessary

S. Have pupils write about situation and find possible solutions

T. Re-evaluate attitudes, teacher methods, techniques, etc.

U. Give children a role in decision-making and standard-setting

V. Use all available resources, human or otherwise, to help the child

W. Have fun with children

OBSERVATION CHECK LIST FOR TESTING AND RECOMMENDATIONS

Name _____ Date _____ Grade _____

Repeat Grade _____

Behavior and Attitudes

___cooperative
___attentive
___consistent
___inconsistent
___distractible
___talkative
___can't sit still
___tapping
___clumsy gait
___jerky movements
___tries to cooperate
___friendly
___polite
___responsive
___enthusiastic
___sense of humor
___alert

___confident
___persevering
___works close to paper
___works far from paper
___difficulty following directions
___asks for repetitions
___minimal verbal responses
___right-handed
___left-handed
___sullen
___no eye-to-eye contact
___uncomfortable
___tense
___unsure
___withdrawn

___shy
___reserved
___cautious
___easily embarrassed
___quiet
___appears bored
___rude
___silly
___tires easily
___yawns frequently
___clock-watcher
___sniffles
___frequently clears throat

Speech:
___indistinct
___slow

Grasp of pencil:
___tense
___awkward

Educational Considerations

___listening skills
___grasp and manipulation of pencil
Alphabet: ___forms
___names
___sounds
___eye examination
___hearing check
___basic sight words
Arithmetic: ___forms
___names
___amounts
___number facts
___number sequence

Word attack skills:
___phonics
___contextual clues
___structural analysis
Silent reading:
___word recognition and meaning
___comprehension of longer units of thoughts
___main ideas
___details

Oral reading:
___accuracy
___recall
___fluency
Spelling:
___visual memory
___patterns
___sequencing syllables
Writing:
___manuscript
___cursive
Vocabulary development

A Plan For An Unsuccessful Classroom Experience

Emily J. Crandall

1. Do all of the disciplining yourself. Never place any of the responsibility on the children.

2. Never allow the child to explain why he acted the way he did.

3. Don't listen when children have complaints or criticisms of your program, you, or other school-related instances.

4. Carry out your plan whether or not there's interest, challenge, or a real need.

5. Never allow children to choose or make decisions about which papers to do, books to read, or what he is to learn.

6. Don't be pleasant most of the time. Children might get the impression you're human, and you might just enjoy having them in the classroom. Remember--never laugh!

7. Send children to the principal or exclude them for playing, fights, rudeness, annoying others, funny noises, refusal to do work, sneaking out, meddling, or the like--they might get the impression that you are capable of handling your own classroom problems if you don't.

8. Call his parents at the slightest sign a child gives you to let you know he's a "non-conforming rascal." Even invite the parents in to see that you really don't have good control; they will see it's the children and not you.

9. Don't be forgiving if you finally get an apology. Children might get the impression you're "soft."

10. Constantly remind a child that "he never does his work"; "was a problem last year"; "is a consistent trouble-maker"; "is lazy"; "can't be helped." He might even oblige and help you prove it.

11. Don't give explanations for any of your actions or decisions, after all, you're the teacher!

12. Never change your way of teaching or do anything differently, children might enjoy it and cause problems.

13. Remember, never let the children know you trust them because, "children can't be trusted."

14. Don't ever touch, hug, or give personal attention to a child. He doesn't need it.

15. Never, never say you were wrong, unfair, or made a bad decision. Above all, never say you're sorry!

16. Greet the parents with an unpleasant incident that his child engaged in. It will endear the parents to you.

17. Explain why you're not responsible for what a child did when he wasn't with you at your side.

18. Don't reward children for being nice and helping you have a pleasant day. Don't you know that's "bribing a child"?

19. Attribute the problems in your classroom to "growing pains," LD, "mental retardation," etc. That's the expected behavior. Remember, children don't behave the way we expect them to behave.

20. Never send home a "nice note" just because you were so proud of a child for some effort. Only the "bad notes" are effective.

21. Reprimand a child in front of the class or just yell out his name and embarrass her/him. Privacy is for adults.

22. Accuse a child, even if you didn't actually see what happened.

23. Always punish everybody when you don't know the guilty one.

24. Say unpleasant things about a child. Maybe this tactic will get that ego deflated.

Suggested Bibliography (Behavior)

Bakker, Piet. "Ciske, the Rat." In Conflict in the Classroom. Long, Morse, and Newman. Belmont, Ca.: Wadsworth Pub. Co., Inc., 1971.

Driekurs, Rudolf; Grunwald, Bernice B.; and Pepper, Floyd C. Maintaining Sanity in the Classroom: Illustrated Teaching, Teaching Techniques. New York: Harper and Row, 1971.

Brown, George I. Human Teaching for Human Learning. Viking Press, 1971.

Fagen, Stanley; Long, Nicholas J.; and Stevens, Donald J. Teaching Children Self-Control. Columbus, Ohio: Charles E. Merrill Publishing Co., 1975.

Hawley, Robert C. and Hawley, Isabel L. A Handbook of Personal Growth Activities for Classroom Use. Amherst, Mass.: Education Research Associates, 1972.

Klein, Roger D. Behavior Modification in Educational Settings. Springfield: Charles C. Scott, 1973.

Krumboltz, Helen Brandhorst and Krumboltz, John D. Changing Children's Behavior. Prentice-Hall, 1972.

Lyon, Harold C., Jr. Learning to Feel - Feeling to Learn. Columbus, Ohio: Charles E. Merrill Publishing Co., 1971.

Offer, Daniel. The Psychological World of the Teenager: A Study of Normal Adolescent Boys. New York: Basic Books, 1969, pp. 193-224.

Pfeiffer, William and Jones, John E. A Handbook of Structured Experiences for Human Relations Training (vols. 1, 2, 3) Iowa City, Iowa: University Associates Press, 1974.

Raths, L.; Harmin, M.; and Simon, S. Values and Teaching: Working with Values in the Classroom. Columbus, Ohio: Merrill, 1966.

Redl, Fritz "The Concept of the Life Space Interview." In Conflict in the Classroom. Long, Morse, and Newman: Wadsworth Pub. Co., 1976.

Simon, Sidney B.; Howe, Leland W.; Kirshenbaum, Howard. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Co., 1972.

APPENDIX D

PARENT INPUT IN THE I.E.P. PROCESS

Parents are expected to attend and participate in the development of the individualized educational program. It must be a shared responsibility (parents and educators) for implementing, maintaining and evaluating efforts of the school and the home. This sharing might begin with involvement in:

- IEP meeting
- classroom visits
- participation in parent/teacher meetings and organizations
- reinforcement of skills areas
- identification of legal aid
- telephone information services
- volunteer services to the school
- goal reinforcement
- parent training program
- advisory groups
- action projects
- classroom assistance
- provision of material resources within communities
- parent libraries
- parent newsletters
- information gathering techniques

Specific aid can be given by having parents:

1. Talk to children (in quiet friendly voices) about <u>positive</u> school activities.

2. Listen attentively when the child is sharing with the parent.

3. Speak clearly using gesture and simple sentences to provide a good model for the child.

4. Reinforce and reward the child for his efforts and attempts.

5. Encourage language development through songs, games, rhymes, stories, make-believe, puppet shows, other activities.

6. Play listening and reading games.

7. Talk about shapes, size, colors and directions when conversing with the child.

8. Allow the child the freedom of expression rather than anticipating his/her needs.

9. Use rhythmic activities to encourage speech and change activities.

10. Allow for fine motor development within the home setting.

11. Aid reinforcement by supplementing praise and other methods.

12. Aid in development of specific children by learning sequential developmental levels.

13. List motivators that can add to teacher effectiveness.

14. Use household items to reinforce specific skills (e.g., clothespins, paper bags, boxes, spools, plastic containers, sponges, vegetables, tops, etc.)

15. Encourage the use of high expectancy for motivation and building self-esteem.

16. Respond emphatically, openly and with respect to children.

17. Document, chart and record progress in order to evaluate efforts.

18. Visit museums, public buildings, theatres, etc., to reinforce skills.

19. Correlate the school program with reinforcement techniques for home use.

20. Utilize household items or develop homemade materials for specific goals and objectives.

21. Plan learning activities that are age-appropriate rather than developmentally matched to the chronological age.

22. Minimize hazards that may occur while promoting independence.

23. Use regular activities to reinforce or teach (dressing, mealtimes, etc.).

24. Study the exceptional condition of the child in order to assess its impact on the development of the child and the effect on learning.

25. Utilize community resources that will accommodate some aspect of the child's impairment.

26. Observe the teacher or other trainers in an activity which can be duplicated and reinforced independently.

27. Utilize programs that promote early intervention strategies and techniques.

28. Learn management skills that lead to independence rather than dependence on family members.

29. Accept the limitations but encourage the child and build his confidence.

30. Request the aid of outside reading materials that will help render understanding.

31. Routinize your work with the child but allow the child to set the pace of the activity.

32. Encourage and strengthen communication even if a child's speech is unclear. Don't always interpret for others, allow the child to try.

33. Allow the child to follow simple directions and engage in social learning situations.

34. Try to teach the child during periods of relaxation.

35. Have the child's efforts concentrated on limited stimuli when teaching. Avoid a lot of distractions.

36. Learn to role play with the child.

37. Praise even small successes using physical affection and verbal praise.

38. Try using many approaches to help a child learn a skill. Allow the child to touch, taste, and smell things.

39. Change a technique if one way isn't effective.

Teachers Help Parents by:

- o helping them understand a child's disability as well as his assets;

- o explain that labels don't always communicate the extent of a disability. A diagnosis may change with multiple testing situations;

- o explaining the role of parents of exceptional children; engage in problem-solving processes as with normal children;
- o having parents involved in each step of the IEP process;
- o writing reports, letters, etc., in clear, concise language; information void of understanding will not be useful;
- o sharing reports with parents or giving them copies;
- o helping to formulate a management program that is both realistic and beneficial to parents and child.

Educating Exceptional Children

The following resources might aid teachers and parents in providing a more effective educational plan: (California Regional Resource Center).

1. A Cup of Kindness: A Book for Parents of Retarded Children,

   by Louise Fraser. Seattle, Washington: Special Child Publications, 1973 ($4.50). Discusses common needs of the retarded child, and home training in areas such as feeding, toileting, grooming. Special problems of retarded blind, deaf, and autistic children are also included. A list of books appropriate for the retarded child is found in the annotated bibliography.

2. An Instructional Guide for Parents,

   by Lisa Carambia, and others. Duquesne University, Pittsburgh, Pa.: Pennsylvania State Dept. of Education, Harrisburg, 1974. Self-help, communication, physical skill activities for severely and profoundly retarded, and for multiply impaired children.

3. Auditory Training - Learning the Joy of Listening,

   by Elisabeth McDermott. Volta Review, 1971, 73 (3), pp. 182-5. Discusses auditory training methods used in schools and presents activities which parents can use at home with a hearing impaired child.

4. Even Love Is Not Enough. . .Children With Handicaps,

from Parents' Magazine Films, Inc., New York, 1975. Five filmstrips, cassette tapes, and study guides: behavioral and emotional disabilities; educational and language disabilities; intellectual disabilities; physical disabilities.

5. Handling the Young Cerebral Palsied Child at Home,

by Nancie Finnie. New York: E.P. Dutton and Co., 1970. Provides a questionnaire on developmental stages and activity levels and offers suggestions for movement development, carrying, bathing, feeding, etc.

6. Help Them Grow: A Pictorial Handbook for Parents of Handicapped Children,

by Jane Blumenfeld, Pearl Thompson, Beverly Vogel. Nashville: Abingdon Press, 1971 ($2.75). Suggestions for teaching basic skills to exceptional children (self-help; social; communication; sensory and motor skills).

7. Isn't It Time He Outgrew This?,

by V. Baldwin, H.D. Fredericks, and G. Brodsky. Springfield, Illinois: Charles C. Thomas, 1973. Step-by-step methods for teaching self-help skills to young children, and to severely impaired youngsters. Techniques for training both academic and motor skills are also included. This book trains readers in simple methods of recording behavior data.

8. Methods and Aids for Teaching the Mentally Retarded,

by Patricia Davis. Minneapolis, Minnesota: T.S. Dennison, 1970. Practical suggestions, games, and activities related to developing communication skills, number concepts, etc.

9. On Being The Parent of a Handicapped Youth: A Guide to Enhance the Self-Image of Physically and Learning Disabled Adolescents and Young Adults,

by Sol Gordon. New York, N.Y.: New York Association for Children with Learning Disabilities, 1973.

10. P.E.T. Parent Effectiveness Training: The Tested New Way to Raise Responsible Children,

by Thomas Gordon. N.Y.: Peter H. Wyden, 1970. Teaches active listening and communication skills--communicating personal feeling and conflict resolution.

11. Physical Education and Recreation for the Visually Handicapped,

by Charles Buell. AAHPER Publication-Sales, 1201 16th St., N.W., Washington, D.C. 20036 ($2.95). This is a booklet for parents and teachers describing employment and leisure time activities for visually impaired, and methods of teaching physical activities. An annotated bibliography of publications and organizations concerned with the visually impaired is included.

12. Practical Advice to Parents: A Guide to Finding Help For Handicapped Children and Youth,

by CLOSER LOOK, (20 pp), Washington, D.C., 1974.

13. Prescriptions for Learning: A Parent's Guide to Remedial Home Training,

by Robert Valett. Palo Alto: Fearon, 1970. ($2.75). Designed for parents of children with learning disabilities, this manual provides a series of programs for parents to use in identifying their child's skill level, and suggestions on how to develop, in consultation with the child's teacher, an appropriate training program. Also included are instructions on how to construct learning aids, and information on obtaining educational materials.

14. Proof of the Pudding,

by Janet Bennett. Exceptional Parent, 1974, 4 (3), pp. 7-12. A mother of a retarded child discusses her child's development and successful integration into a regular class.

15. Something's Wrong With My Child,

by M. Brutten, S. Richardson, and C. Mangel. New York: Harcourt, Brace, Jovanovich, 1973. This book is subtitled "A Parent Book about Children With Learning Disabilities." The authors offer guidelines for parents interacting with professionals and explanations of special class placement, resource room placement or itinerant teacher assistance are given. Suggestions on how to handle the child at home--using consistant discipline, not favoring siblings, making

clear directions and not overstimulating the home environment are included.

16. The Deaf Child in the Public Schools -- A Handbook for Parents of Deaf Children,

by Lee Kata, and others. Danville, Illinois: Interstate Printers and Publishers, Inc., 1974 ($3.50). Discusses definitions, causes of deafness, and learning problems; types of public school programs; teacher qualifications; integration of deaf children. An annotated listing of public and private organizations serving the deaf is also included.

17. Training the Retarded at Home or In School,

by Earl E. Balthazar. Palo Alto: Consulting Psychologists Press, 1976. This is a manual for parents, teachers, and home trainers which outlines a systematic training program in fundamental self care skills and basic social coping behaviors. "Schedules" are provided to assist parents or other trainers to find where the child is in his development, and what he should learn next.

APPENDIX E

PUBLISHERS' ADDRESSES

Academic Therapy
Publications, Inc.
1539 4th Street
San Rafael, California 94901

Allied Education Council
Distribution Center
P.O. Box 78
Galien, Michigan 49113

American Association on
Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

American Educations
Publications, Inc.
Education Center
Columbus, Ohio 43216

American Foundation for
the Blind, Inc.
15 West 16th Street
New York, New York 10011

American Guidance Service, Inc.
720 Washington Avenue, S.E.
Minneapolis, Minnesota 55414

Arden Press
8331 Alvarado Drive
Huntington Beach, Calif. 92646

Audio Dynamic Research
1219 East 11th Street
Pueblo, Colorado 81001

Barnell Loft Ltd.
111 South Centre Avenue
Rockville Centre, New York 10013

Baush & Lomb, Inc.
Rochester, New York 14602

Beckley-Cardy Company
1900 N. Narragansett Avenue
Chicago, Illinois 60639

Behavioral Controls, Inc.
1506 W. Pierce Street
Milwaukee, Wisconsin 5346

Behavioral Research Laboratories
P.O. Box 577
Palo Alto, California 94302

Benefic Press
(see Beckley-Cardy Company)

Bobbs-Merrill Company, Inc.
4300 West 62nd Street
Indianapolis, Indiana 46268

Bowmar
622 Rodier Drive
Glendale, California 91201

Bremmer-Davis
511 Fourth Street
Wilmette, Illinois 60091

Brigham Young University Press
205 UPB
Provo, Utah 84601

Bureau of Educational Research
and Service
University of Iowa
Iowa City, Iowa 52240

C.P.S., Inc.
P.O. Box 83
Larchmont, New York 10538

CTB/McGraw Hill
Monte Research Park
Monterey, California 93940

Cedars Press Incorporated
P.O. Box 351
Columbus, Ohio 43229

Chandler Publishing Company
124 Spear Street
San Francisco, California 94105

Childcraft Education Corporation
P.O. Box 98
Bayonne, New Jersey 07002

Childrens Music Center
5373 W. Pico Blvd.
Los Angeles, California 90019

Committee on Diagnostic Reading Tests
Mountain Home, North Carolina 28758

Community Playthings
Rifton, New York 12471

Constructive Playthings
1040 E. 85th Street
Kansas City, Missouri 64131

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

Continental Press, Inc.
Elizabethtown, Pa. 17022

Creative Playthings
Princeton, New Jersey 08540

Crippled Children and Adults of Rhode Island, Inc.
Meeting Street School
333 Grotto Avenue
Providence, Rhode Island 02906

Daigger & Company
159 West Kinzie Street
Chicago, Illinois 60610

Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois 60648

Devereau Foundation Press
Devon, Pennsylvania 19333

Economy Company
5811 West Minnesota
Indianapolis, Indiana 46241

Edmark Associates
655 S. Orcas Street
Seattle, Washington 98108

Educational Activities, Inc.
Freeport, New York 11520

Educational Developmental Laboratories
284 East Pulaski Road
Huntington, New York 11743

Educational Dimensions Corp.
c/o Dale W. Rettinger
Area Manager
2722 Polk Street
San Francisco, California 94109

Education Division/Meredith Corporation
440 S. Park Avenue, S.
New York, New York 10016

Educational Innovations, Inc.
203 North 4th Street
Carrollton, Illinois 62016

Educational Proformance Associates, Inc.
563 Westview Avenue
Ridgefield, New Jersey 07657

Educational Projections Corp.
5278 Commerce Street
Jackson, Mississippi

Educational Reading Services
320 Route 17
Mahwah, New Jersey 07430

Educational Record Sales
157 Chambers Street
New York, New York 10007

Educational Teaching Aids
Division of Daigger & Co.
159 West Kinzie Street
Chicago, Illinois 60610

Educational Testing Service
Princeton, New Jersey 08540

Educators Publishing Service
301 Vassar Street
Cambridge, Mass. 02139

Electronic Futures, Inc.
57 Dodge Avenue
North Haven, Connecticut 06473

Herbert M. Elkins Company
Tujunga, California 91042

Encyclopedia Britannica
Educational Corporation
425 N. Michigan Ave.
Chicago, Illinois 60611

Enrich Materials
3437 Alma
Palo Alto, California 94306

Essay Press, Inc.
P.O. Box 5
Planetarium Station
New York, New York 10024

Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435

Fairview State Hospital
Research Department
2501 Harbor Blvd.
Costa Mesa, California 92626

Follett Publishing Co.
1010 West Washington Blvd.
Chicago, Illinois 60607

Ginn & Company
Statler Building
Back Bay
P.O. Box 191
Boston, Massachusetts 02117

Graham-Field Surgical Co., Inc.
415 Second Avenue
New Hyde Park, N.Y. 11040

Grune & Stratton, Inc.
111 Fifth Avenue
New York, New York 10003

Guidance Associates of Delaware, Inc.
1526 Gilpin Avenue
Wilmington, Delaware 19806

J. L. Hammett Company
2393 Vauxhall Road
Union, N.J. 07083

Harcourt, Brace, Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Harvard University Press
79 Garden Street
Cambridge, Massachusetts 02138

Marshall S. Hiskey
5640 Baldwin
Lincoln, Nebraska 68508

Houghton Mifflin Company
Educational Division
110 Tremont Street
Boston, Massachusetts 02107

Houston Test Company
P.O. Box 35152
Houston, Texas 77035

Ideal School Supply Company
11000 S. Lavergne Avenue
Oaklawn, Illinois 60453

Initial Teaching Alphabet
Publishing, Inc.
6 East 43rd Street,
New York, New York 10017

Instructional Materials &
Equipment Distributors
1415 West Wood Blvd.
Los Angeles, California 90024

International Reading Association
6 Tyre Avenue
Newark, Delaware 19711

Joseph E. Moore & Associates
4406 Jett Road, N.W.
Atlanta, Georgia 30327

Judy Company
Route 2
Center Ridge, Arkansas 72027

Keystone View
2212 East 12th Street
Davenport, Iowa 52803

Keystone View
2212 East 12th Street
Davenport, Iowa 52803

Kimbo Educational
Box 246
Deal, N.J. 07723

Ladoca Project & Publishing
Foundation
East 51st Avenue
Denver, Colorado 80216

Language Research Associates,
Inc.
175 East Delaware Place
Chicago, Illinois 60611

Learning Arts
Box 917
Wichita, Kansas 67201

Learning Corporation of America
2700 Coolidge Avenue
Los Angeles, California 90064

Learning Materials
200 Sylvan Avenue
Englewood Cliffs, N.J. 07632

J.B. Lippincott Company
East Washington Square
Philadelphia, Pennsylvania 19105

Listening Library
1 Park Avenue
Old Greenwich, Connecticut 06870

Lyons & Carnahan
Affiliate of Meredith Publishing Co.
407 East 25th Street
Chicago, Illinois 60616

McGraw-Hill Book Company
330 West 42nd Street
New York, New York 10036

Macmillan Company
Subsidiary of Crowell, Collier
& Macmillan, Inc.
866 Third Avenue
New York, New York 10022

Mafex Associates, Inc.
P.O. Box 519
Johnstown, Pennsylvania 15907

Medical Research Council
Department of Psychological Medicine
Royal Free Hospital
Lawn Road
London N.W., 3, England

Merrill (Charles E.) Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

Miami University Alumni Association
Murstein Alumni Center
Miami University
Oxford, Ohio 45056

A.F. Milleron Company, Inc.
1198 South LaBrea Avenue
Los Angeles, California 90019

Milton Bradley Company
74 Park Street
Springfield, Massachusetts 01105

Moore (Joseph E.) & Associates
4406 Jett Road, N.W.
Atlanta, Georgia 30327

Noble & Noble Publishers, Inc.
750 Third Avenue
New York, New York 10017

Northwestern University Press
1735 Benson Avenue
Evanston, Illinois 60201

O'Connor Reading Clinic
Publishing Company
772 East Maple Road
Birmingham, Michigan 48011

Paine Publishing Company
34 North Jefferson Street
Dayton, Ohio 45401

Perceptual Remediation, Inc.
30 South Cayuga Road
Williamsville, New York 14221

Personnel Press
Education Center
P.O. Box 2649
Columbus, Ohio 43216

Phillip & Tacey
69-79 Fulham High Street
London, S.W., 6, England

Platt & Munk Publishers
1055 Bronx River Avenue
Bronx, New York 10472

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Foundation, Inc.
P.O. Box 111
Winter Haven, Florida 33880

Xerox Education Publications
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Columbus, Ohio 43216

APPENDIX F

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